ED 294 983 AA 001 178

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SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.

PUB DATE- Nov 88

AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402. On annual subscription, $51.00 (Domestic), $63.75 (Foreign).

LANGUAGE- English

EDRS Price - MF03 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reference Materials - Bibliographies (131) Collected Works - Serials (022)

DESCRIPTORS- *Abstracts; Catalogs; Education; *Educational Resources; *Indexes; Resource Materials

IDENTIFIERS- *Resources in Education

Resources in Education (RIE) is a monthly abstract journal that announces (catalogs, indexes, abstracts) documents of interest to the educational community (including researchers, teachers, students, school board members, school administrators, counselors, etc.). Each issue announces approximately 1,100 documents and provides indexes by Subject, Personal Author, Institution, Publication Type, and ERIC Clearinghouse Number. This special Computer Output Microfiche (COM) edition is prepared directly from the ERIC magnetic tape database prior to publication of the printed journal and therefore is lacking the cover and other regular introductory and advertising matter contained in the printed journal. The COM edition contains only the first three of the five indexes in the printed edition. The first accession in each issue of RIE is the issue itself. In this way, the monthly microfiche collection for each issue is immediately preceded by a microfiche index to that collection. This practice began with the RIE issue for May 1979. (CRW/WTB)

ED 294 984 CE 047 966

ED 294 998 CE 050 129

Labor in the Schools: How to Do It!
American Federation of Labor and Congress of Industrial Organizations, Washington, D.C.
PUB DATE- 86
NOTE- 199p.; Portions printed on colored paper. Photographs may not reproduce clearly.
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Course Content; *Educational Resources; Elementary Secondary Education; Employer Employee Relationship; Instructional Materials; Labor Conditions; *Labor Relations; Learning Activities; Program Descriptions; *Program Development; Quality of Working Life; Teaching Methods; Union Members; *Unions
IDENTIFIERS- *Labor Studies

This guide, designed to promote knowledge of labor unions and favorable attitudes toward them among students, describes examples of labor-in-the-schools projects, programs, and materials. The guide contains samples of AFL-CIO (American Federation of Labor-Congress of Industrial Organizations) materials, projects, and programs from international unions, state federations, central labor bodies, and local unions. These materials include numerous references, learning activities and information sheets. The final section is a reprint of the February 1982 issue of the journal of the National Council for the Social Studies on the theme of teaching about American labor history. It contains ideas and resources that may be helpful for teachers in putting together their own programs. (KC)

ED 294 999 CE 050 144

ED 295 013 CE 050 200

Competitiveness and the Quality of the American Work Force. Hearings before the Subcommittee on Education and Health of the Joint Economic Committee. Congress of the United States, One Hundredth Congress, First Session (September 23, October 1, 5, 21, and 27, 1987). Part 1.

Joint Economic Committee, Washington, D.C.

REPORT NO.- Senate-Hrg-100-584-Pt-1
PUB DATE- 88
NOTE- 647p.; For part 2, see CE 050 201.
AVAILABLE FROM- Superintendent of Documents, Congressional Sales Office, U.S. Government Printing Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF03/PC26 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Adult Education; Adults; Competition; Corporate Education; *Economics; *Educational Improvement; Hearings; Job Training; Labor Economics; *Labor Force Development; *Literacy; Literacy Education; Productivity; School Business Relationship; Vocational Education
IDENTIFIERS- Congress 100th

These five congressional hearings examine the United States educational system and consider its redesign with an eye toward the skill needs of the future. The goal of the hearings is to develop a comprehensive legislative agenda to enable the next Congress and the next administration to take the necessary steps to provide U.S. industries with adequately trained and educated workers and to halt the deteriorating position of the nation in world commerce. Testimony includes statements and submissions for the record from U.S. Representatives and Senators and from individuals representing the Department of Labor; Louis Harris & Associates; Berkeley Roundtable on the International Economy; ARA Services, Inc.; American Federation of Teachers, AFL-CIO; Procter & Gamble Co.; New York State School of Industrial and Labor Relations, Cornell University; Hudson Institute; Aetna Institute for Corporate Education, Aetna Life & Casualty Co.; The Nation's Report Card, National Assessment of Educational Progress, Educational Testing Service; Learning Research & Development Center, University of Pittsburgh; National Governors' Association; L.B.J. School of

ED 295 028 CE 050 237

Turner, Terilyn C., Ed.; Stockdill, Stacey Hueftle, Ed.
The Technology for Literacy Project Evaluation. A Special Report from the Donor Review Board.
Saint Paul Foundation, St. Paul, MN.

PUB DATE- Dec 87
NOTE- 188p.
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; *Adult Programs; *Computer Assisted Instruction; *Cost Effectiveness; High School Equivalency Programs; *Literacy Education; Outcomes of Education; *Program Effectiveness; Program Implementation; Teaching Methods; Technology
IDENTIFIERS- Minnesota (Saint Paul); *Technology for Literacy Project

The Technology for Literacy Center (TLC) was designed to find a new and better way to teach literacy skills to adults by using computers and other forms of technology. It served 1,300 illiterate adults in the St. Paul, Minnesota, area of Ramsey, Washington, and Dakota counties. The project had four major components: direct services, training, research, and incentive grants. A formative evaluation of the plan was conducted to identify strengths and weaknesses of the project and to correct them. A summative evaluation (detailed in this report) was conducted to assess the overall merit of the project. Data were collected through standardized achievement tests, group interviews, exit interviews, student questionnaires, learner activity logs, and case studies. The evaluation showed that the TLC has been successful and effective in meeting its mission. Some of the factors accounting for this success include the technology, leadership, a dedicated and skilled staff, evaluation, the Donor Review Board, performance orientation, attachment to the St. Paul Public Schools, a multidimensional project conceptualization, special attributes of the Technology for Literacy Center, careful planning, and a culture of learning. Issues identified for ongoing discussion included effective use of volunteers, outcome measures, staff development and stress, and funding. (KC)

ED 295 042 CE 050 259

Scott, James Calvert, Ed.
Facilitating Communication for Business. National Business Education Yearbook, No. 26.
National Business Education Association, Reston, Va.
REPORT NO.- ISBN-0-933964-27-7
PUB DATE- 88
NOTE- 171p.
AVAILABLE FROM- National Business Education Association, 1914 Association Drive, Reston, VA 22091 ($12.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Reports - Research/Technical (143)
DESCRIPTORS- *Business Communication; *Business Education; *Business Skills; Communication Problems; *Communication Skills; Course Content; Curriculum; Educational Needs; Intercultural Communication; Interpersonal Communication; Organizational Communication; Postsecondary Education; Secondary Education; *Skill Development; Teaching Methods

This yearbook suggests that businesspersons need to enhance their communication skills and that business educators have opportunities to fulfill that need. The yearbook contains 15 chapters organized in 5 parts. Part I discusses the importance of communication skills in the business world and identifies aspects of communication that businesspersons believe ought to be developed. Part II reviews the foundations of communication for business--listening, speaking, writing, and reading skills and organizational communication theory--and offers teaching-related suggestions. Part III suggests how business educators can improve their communication skill instruction by minimizing communication apprehension, building communication skills with technologies, increasing communication skills of nonnative speakers of English, and developing intercultural communication skills for the global business community. Part IV provides business educators with information about appropriate curricula and methodologies at the secondary, postsecondary, undergraduate, and graduate levels. Part V integrates themes from the preceding chapters and urges all

ED 295 056 CE 050 331

A Model Secondary/Postsecondary Program to Prepare Students for Employment in High Technology Occupations. Final Report.
Center for Occupational Research and Development, Inc., Waco, Tex.
SPONS. AGENCY- Leander Independent School District, TX.
PUB DATE- 87
NOTE- 102p.; Portions of appendixes contain small print.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Articulation (Education); *Community Colleges; Cooperative Planning; Cooperative Programs; Coordination; *Curriculum Development; Electronic Control; Models; Postsecondary Education; Secondary Education; Statewide Planning; *Technical Education; Technical Occupations; *Technological Advancement
IDENTIFIERS- *Texas

The Leander Independent School District in Austin, Texas, undertook a project to (1) research the training needs for high-technology occupations in the Greater Austin area, (2) develop a statewide model of an articulated 2 + 2 program to prepare students for careers as technicians, and (3) implement the articulated 2 + 2 program with Austin Community College. (The term 2 + 2 means coordination of the last two years of high school with two years of postsecondary course work.) Both a mailed survey and a series of in-depth interviews were conducted with representatives from advanced technology industries in the Austin area. After a review of the results, work to develop a curriculum to train instrumentation and control technicians was begun. A list of job competencies was developed from the data obtained during the survey and interviews and subsequently sent to eight Austin-area industry representatives for evaluation, whose directives were compiled to form the basis of the curriculum design. The curriculum delivery system was then analyzed in the light of current course offerings in the Leander Independent School District and Austin Community College. Decisions were also reached as to the way in which the curriculum would fit into the overall plan generally followed by high school students, and on the mechanics of developing the mechanics of developing an articulated 2 + 2 agreement between the

ED 295 070 CG 020 810

Cleveland, Peggy H.
AIDS: A Strain on Family Relations.
PUB DATE- 16 Nov 87
NOTE- 21p.; Paper presented at the Conference of the National Council on Family Relations (49th, Atlanta, GA, November 14-19, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Acquired Immune Deficiency Syndrome; *Adult Children; Anxiety; *Family Attitudes; *Family Involvement; Family Relationship; Homosexuality; Intervention; Loneliness; *Parent Child Relationship; Social Support Groups; Stress Variables

A diagnosis of Acquired Immune Deficiency Syndrome (AIDS) has both a physical and psychosocial impact that require substantial support. Relating to the families of origin concerning an AIDS diagnosis is a difficult task which sometimes results in rejection and sometimes results in support. In this study subjects (N=32) with AIDS described their experiences of relating to their families of origin about the AIDS diagnosis. Subjects were asked to respond to questions concerning changes that occurred in their lives because of the AIDS diagnosis, their perceptions of their families' support, and their families' knowledge of their homosexual lifestyle. They also completed measures of family functioning, affective responsiveness, loneliness, and anxiety. Most subjects indicated that there had been at least some change in their support networks. Most parents were aware of the diagnosis. One-half of the subjects reported that the knowledge of their illness had affected family functioning. Most parents knew of the subjects' homosexual lifestyle. Nearly one-half of the subjects perceived their families as healthy. Subjects reported moderate loneliness and low to moderate anxiety. Since support is so critical, helping professionals could facilitate family support and a balance between support and denial as important interventions. (Author/ABL)

ED 295 085 CG 020 825

Briggs, Halaine-Sherin; And Others

Teaching Aging: A Series of Training Modules on Aging for Educators.

University of South Florida, Tampa. Center for Applied Gerontology.
SPONS. AGENCY- Administration on Aging (DHHS), Washington, D.C.
PUB DATE- 87
NOTE- 302p.; Paper presented at the Annual Meeting of the Southern Gerontological Society (8th, New Orleans, LA, April 13-16, 1987).
GRANT- 90-AT-0194
AVAILABLE FROM- Center for Applied Gerontology, University of South Florida, College of Social and Behavioral Sciences, Human Resources Institute, Tampa, FL 33620 ($26.50, manual; $266.50, manual and films).
LANGUAGE- English
EDRS Price - MF01/PC13 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Aging (Individuals); Attitude Change; Elementary Secondary Education; *Lesson Plans; *Teacher Education
IDENTIFIERS- Florida

The Academic Training in Aging for Florida Educators (ATAFE) Project is a federally-funded education program for beginning teachers, designed to promote more positive attitudes toward aging and older persons among youth through the inclusion of aging education in the preparation of elementary and secondary school teachers. ATAFE provides beginning teachers with an overview of aging and helps them address the associated myths and stereotypes through a 12-hour aging education learning series. This document presents the five ATAFE instructional modules used in the program: (1) Overview of Aging for Educators; (2) Images of Aging; (3) Intergenerational Communication Skills; (4) Teaching About Aging; and (5) Volunteers and the Intergenerational Classroom. Each module includes a lesson plan, instructional objectives, and detailed classroom presentation information in outline form. Instructional aids, lists of instructional resources, suggested readings, audiovisual materials, and a glossary are appended and may be used both as aids to the facilitator in the presentation of the modules and as resources for participants to use in their elementary and secondary school classrooms. (Author/NB)

ED 295 100 CG 020 840

Halls, Dolores M.; And Others
As Families Grow Older: Information for Family Caregivers. Final Report.
New Mexico State Agency on Aging, Santa Fe.; New Mexico State Univ., Las Cruces. Inst. for Gerontological Research and Education.
SPONS. AGENCY- Administration on Aging (DHHS), Washington, D.C.
PUB DATE- Jun 87
NOTE- 55p.; Paper presented at the Annual Scientific Meeting of the Gerontological Society (40th, Washington, DC, November 18-22, 1987).
GRANT- 90-A0149/01; OHDS-90-AT-0149/01
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - General (140) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Aging (Individuals); *Family (Sociological Unit); *Human Services; Program Effectiveness; Program Evaluation; Skill Development; *Training Methods; *Well Being; *Workshops

This document presents the final report of the "As Families Grow Older" project, a continuing education program for aging network service providers and family members in 23 counties throughout New Mexico which was designed to promote family well-being. It describes how the project, which was in operation from April 1986 through January 1987, trained 448 service providers and 273 family members in knowledge and skill development for promoting family well-being through workshops which focused on: (1) normal physical and psychological changes of aging; (2) intergenerational communication skills; (3) health promotion, including units on nutrition, physical fitness, stress management, medication management, and accident prevention; (4) legal and financial considerations; (5) community resources for elders; and (6) mutual support groups. The report contains a project abstract; a section on policy and program implications; a discussion of dissemination and utilization; an executive summary; and five chapters dealing with the evaluation procedure and results. A master bibliography, an agenda for a 2-day workshop, an evaluation form, the original combined summary evaluation results by county, and the follow-up combined summary evaluation results by county are appended. (NB)

ED 295 114 CG 020 855

Scher, Dena
Values of Students and Faculty at an Interracial College.
PUB DATE- Aug 87
NOTE- 12p.; Paper presented at Annual Convention of the American Psychological Association (95th, New York, NY, August 28-September 1, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Faculty; *College Freshmen; *College Seniors; Conformity; Higher Education; *Racial Differences; Religion; *Values

Values of college students have been investigated with respect to both the impact of the college experience and as part of general cultural and generational variations. This study sought to investigate college student values at both entry and exit from college and in comparison to faculty values. The Rokeach Value Survey was administered to seniors, newly admitted students, and faculty at Marygrove College, a small, urban, interracial college. Values rankings were compared to Rokeach's 1973 sample and within the study's sample. The Marygrove student samples seemed to show the value pattern of the nonaffluent, black American as described by Rokeach. Compared to faculty, entry level students tended to rank higher conformity values and religious values. Seniors were similarly more religious than faculty and, while also more conformist than faculty, they were less conformist than were the freshmen. All groups showed a high ranking of equality. Since the faculty was all white and both student groups were racially mixed, the results may suggest an interactive effect on values, such that concerns which are dominant for black students have influenced the value hierarchy of both white students and faculty. Issues of race, socioeconomic level, adult socialization, and college education must be considered. (Author/NB)

ED 295 129 CS 009 163

Reading, Writing, and Mathematics: Beginning Grades 3, 5, 8, and 11. Minimum Student Performance Standards for Florida Schools 1985-1990.
Florida State Dept. of Education, Tallahassee.
PUB DATE- 82
NOTE- 46p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Basic Skills; *Educational Objectives; Elementary Secondary Education; Graduation Requirements; *Mathematics Skills; *Minimum Competencies; Public Schools; *Reading Skills; Skill Development; State Curriculum Guides; Student Evaluation; *Writing Skills
IDENTIFIERS- Florida

This manual identifies the minimum competencies in reading, writing, and mathematics expected of students in grades 3, 5, 8, and 11 who are not impaired by a mental or physical handicap. One hundred twenty-one standards and 358 corresponding basic skills are listed in chart form, and 30 of the basic skills are set aside as functional communications and mathematics standards. The broader standards statements are intended to communicate with the general public, while the more specific skills statements are directed to teachers and curriculum specialists. The standards were developed and reviewed according to the following criteria: (1) the grade 11 basic skills and the functional communications and mathematics standards represent the minimum expectations for graduation from high school; and (2) the standards and skills at grades 3, 5, and 8 represent the minimum expectations if the student is to progress to the desired higher level. (ARH)

ED 295 130 CS 009 164

ED 295 143 CS 009 177

Dollerup, Cay, Ed.
The Complete Texts of the Stories Used in the Folktale-Project. Folktale: A Cross-Cultural, Interdisciplinary Study of the Experience of Literature. Paper 6.
Copenhagen Univ. (Denmark). Dept. of English.
REPORT NO.- ISBN-87-89065-10-7
PUB DATE- 21 Jan 88
NOTE- 70p.; Prepared by the Research Unit for Experimental Studies in Reader Response. For related documents, see CS 009 172-176 and CS 009 178.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Translations (170)
DESCRIPTORS- *Folk Culture; Foreign Countries; Reading Material Selection; *Short Stories; *Translation
IDENTIFIERS- Denmark; *Folktales; Greenland; Turkey

This paper, the sixth of seven, part of an interdisciplinary project on the context of reading and reading research that explores similarities and dissimilarities in the response to literature in readers from different cultures, presents the complete texts of the three stories used in the project. The stories are the Danish "Per Smed's Whip," the Greenlandic "The Barking Ones," and the Turkish "The Golden Apple." The texts are printed in both Danish and English. Three appendixes containing the "oldest" printed versions of the stories and an overview of the project are attached. (MS)

ED 295 144 CS 009 178

Dollerup, Cay; And Others
A Listing of Edited Statements Made by Readers during the Reading of Three Stories in the Folktale Project. Folktale: A Cross-Cultural,

Lyon, Arabella
Susanne K. Langer: A Rhetorical Theory from Her Work.
PUB DATE- Mar 88
NOTE- 10p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (39th, St. Louis, MO, March 17-19, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Communication (Thought Transfer); Community; Epistemology; *Language Role; *Philosophy; *Rhetoric
IDENTIFIERS- *Langer (Susanne); *Rhetorical Theory

Despite the early and well-received presentation of ideas foundational to modern rhetorical theory, Susanne K. Langer's accomplishments are rarely credited in the work of other scholars. What Langer did, so essential to the rebirth of rhetoric, was to represent meaning as both socially constructed and achieved collaboratively by rhetor and audience. Breaking with earlier tradition and prevailing thought in the 1940s by refocusing three key concerns with language, Langer (1) suggested the purpose of symbolization is not just communication, nor primarily communication, but rather a unique human need to express individual conceptions of the world, to create form, and, so, a reality; (2) broadened the understanding of what reason is by connecting all human thought to feeling, that is, the "sensuous experience" of the world; and (3) portrayed an interactive relationship of mutual interpretation between the rhetor and audience whose thoughts and language are pinioned by society. These concerns found their way into the works of many rhetoricians, providing substance to the claim that Langer was the mother of modern rhetoric because of her pioneering work which defined language as more than persuasion and traded token, and celebrated language as creating reality and community. (Six references are appended.) (MS)

ED 295 171 CS 211 264

Hafstrom, Loy Lynette

The Effects of a Holistic Writing Program on the Spelling Achievement of Second Graders.

PUB DATE- 88
NOTE- 109p.; Master's Thesis, Olivet Nazarene University.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Dissertations/Theses - Master Theses (042)
DESCRIPTORS- Classroom Research; Grade 2; *Holistic Approach; Primary Education; *Spelling Instruction; *Writing Instruction; *Writing Processes
IDENTIFIERS- *Collaborative Writing

A study investigated whether spelling could be taught more effectively through a holistic writing approach than through the traditional basal textbook approach. Subjects, 19 second grade students at an elementary school in Sheldon, Illinois, first received six weeks of formal spelling instruction using the 1985 edition of the second grade spelling book published by Houghton Mifflin, and then received six weeks of informal spelling instruction as part of a holistic writing process program. For a pretest and posttests after both instructional units, subjects were administered a diagnostic spelling inventory--levels 3, 2, and 1 of the Qualitative Inventory of Word Knowledge. A free writing sample was also collected, which, along with the Inventory, was scored using a bigraph count. The results of the study indicated that instruction in spelling using a holistic writing approach did not significantly increase the score of second graders on Level 1, 2, or 3 of the Qualitative Inventory of Word Knowledge. However, spelling instruction using a holistic writing approach did significantly increase the willingness of second graders to attempt to spell unknown words. Finally, movement into higher instructional levels was more frequent after the holistic writing treatment. (Sixty-one references and 10 tables are included, and 7 analysis of variance calculations, a letter to parents, and extensive charts depicting individual children's spelling on the Qualitative Inventory of Word Knowledge are appended.) (ARH)

ED 295 186 CS 211 280

Hoskins, Robert L.

A New Accreditation Problem: Defining the Liberal Arts and Sciences.

PUB DATE- Jul 88
NOTE- 13p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (71st, Portland, OR, July 2-5, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142) Historical Materials (060)
DESCRIPTORS- *Accreditation (Institutions); Administrator Attitudes; Course Selection (Students); *Curriculum Design; Definitions; *Degree Requirements; Educational Strategies; Elective Courses; General Education; Higher Education; *Journalism Education; *Liberal Arts
IDENTIFIERS- *Accrediting Council Educ Journalism Mass Commun; Curriculum Balance; Curriculum Emphases; *Journalism Schools; Liberal Arts Colleges

In 1985, the Accrediting Council on Education in Journalism and Mass Communications (ACEJMC) adopted a standard requiring that journalism/mass communications students take a minimum of 90 semester hours in courses outside their major, with at least 65 hours in liberal arts and sciences. The term "liberal arts" defies precise definition, even though these minimum requirements would account for half or more of students' total academic program. Philosophers and educators have questioned the idea of liberal arts education for thousands of years, with no definitive answers. With the 90/65 rule, programs are being asked to provide a definition. Responses to a questionnaire sent to 87 ACEJMC-accredited schools show how programs are coping with the 90/65 standard. A few programs reported revising graduation checkout procedures and student advisement practices in response to the rule. In addition, the questionnaire revealed that identifying liberal arts courses is a complex, highly subjective undertaking. Most programs reported having no procedure for identifying liberal arts courses, or merely assumed that courses taught in their colleges of arts and sciences qualified. Some programs, such as the program at Western Kentucky University, have established committees to work on this problem.

ED 295 200 CS 211 296

Shears, Nicholas C.
Political Criticism and the Media in the Age of Glasnost.

PUB DATE- Jul 88
NOTE- 26p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (71st, Portland, OR, July 2-5, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Communism; Foreign Countries; Freedom of Speech; *Government Role; Mass Media Effects; *News Media; Newspapers; *Political Attitudes; *Political Power; *Political Socialization; Propaganda
IDENTIFIERS- *Glasnost; Media Government Relationship; *USSR

"Glasnost" or openness, to many Western observers, is a sign of democratization and a loosening of central control in almost all aspects of Soviet life. However, an analysis of excerpts from "Pravda" shows no evidence of any breaks with Leninist theory or revision in the roles of the government and masses and instead suggests that "glasnost" fosters criticism of mid-level officials but preserves the autonomy of top party leaders, and their control of the press. One reason for "glasnost's" apparent failure to permit broader popular criticism is that such dissent and use of the press are heretical to Leninist theory, and Lenin's decrees on the use of the press in political socialization have been dutifully heeded. The document states that the success of such socialization, and Lenin's contempt for the competence of the masses, militates against a loosening of central control. Yet it is precisely decentralization and "glasnost" that are essential to Mikhail Gorbachev's efforts to invigorate Soviet economic and political life. Gorbachev has said that with no political opposition in the Soviet regime, "glasnost" must function as the monitor of government. It is held that the main problem is opposition from within the party, and this problem cannot be overstated, given the Soviet political elite's tradition of rule by consensus. (Forty-three notes are included, and 35 references are appended.) (MS)

ED 295 214 CS 211 314

Tsujimato, Joseph I.
Teaching Poetry Writing to Adolescents.
ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.; National Council of Teachers of English, Urbana, Ill.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- ISBN-0-8141-5226-0
PUB DATE- 88
NOTE- 120p.
CONTRACT- 400-86-0045
AVAILABLE FROM- NCTE, 1111 Kenyon Rd., Urbana, IL 61801 (Stock No. 52260-015, $4.75 member, $5.95 nonmember).
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Books (010) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Adolescents; Class Activities; *Creative Writing; Elementary Secondary Education; English Instruction; Grade 7; Grade 8; Higher Education; Junior High Schools; *Poetry; Reader Response; Revision (Written Composition); Student Writing Models; Teaching Methods; *Writing Instruction
IDENTIFIERS- Writing Attitudes; *Writing Models

Intended to serve as a general model for the teaching of poetry writing, and written from the perspective of one individual teacher's thinking and experience, this guide, although originally written for teachers of seventh and eighth graders, is adaptable to other levels--elementary, high school, and college. Chapter 1, "Students and Teachers," introduces the teacher and his students, compares junior high school students to elementary and high school students and introduces Konstantin Lardas, the college professor who served as model and inspiration for the approach to teaching and literature described in this book. Chapter 2, "Models and Teaching Designs," establishes the theoretical groundwork upon which the poetry assignments given were designed, sequenced, presented, revised, evaluated, and completed, resulting in

ED 295 228 CS 506 161

Rosenberg, Roberta K.; Gordon, Douglas K.
The Community-Based Report: A Strategy for Teaching Business Communication.
PUB DATE- Mar 88
NOTE- 18p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (39th, St. Louis, MO, March 17-19, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Business Communication; *Business Education; Discovery Learning; Higher Education; Problem Solving; School Community Relationship; Teaching Methods; *Technical Writing; Writing Instruction
IDENTIFIERS- Community Based Report; Oral Presentations; Writing Contexts

The Community-Based Report provides students in business communications classes with an authentic context for thinking and writing. Students are required to investigate and produce written and oral solutions to a problem experienced by a local corporation, business, governmental or not-for-profit organization. Students develop their own cases, following six steps: (1) selecting and narrowing the topic; (2) drafting the problem statement; (3) planning and distributing the work; (4) maintaining a communications log; (5) writing the formal progress report; and (6) adapting a written report for a group oral presentation. This assignment was created as an alternative to the case method approach because the Community-Based Report more closely replicates the environment in which students will eventually work, and it also establishes important ties between the college and the community. (Sample community-based report topics, guidelines for writing a problem statement, a sample assignment, and two references are appended.) (ARH)

ED 295 242 CS 506 185

Wieczorkowski, Deborah A.
Making the Grade: A Win-Win Approach to the Evaluation of Public-Speaking Skills.
PUB DATE- Apr 88
NOTE- 19p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Computer Uses in Education; *Evaluation Methods; Higher Education; *Peer Evaluation; *Public Speaking; Teacher Student Relationship; Teaching Methods
IDENTIFIERS- Negotiation Processes

The win-win approach, as discussed in negotiating and bargaining theory, addresses a way of thinking in which a win for one party does not necessarily mean a loss for the other--both parties are able to win. The win-win approach can be applied to the evaluation of public-speaking skills, where numerous ways exist of evaluating students and formulating grades that can benefit both students and instructors. Three factors influence the evaluation process: the evaluator; the training and experience of the evaluator; and the method and result of the evaluation. Peer evaluation can promote a win-win situation by increasing student feedback and understanding of the evaluation process. Evaluator training is necessary to provide consistency among grades. Several evaluation techniques facilitate the win-win situation, including: (1) videotaping speeches for student self-critiques; and (2) "Triplespeak," a peer-evaluation approach which divides classes into three sections, allowing students to give their speeches three different times to three different groups. Students and instructors "win" when the evaluation process provides challenges and opportunities for improvement, reflects the degree of mastery, and discriminates between the highest and lowest achievers. (Nine references are attached.) (MM)

ED 295 256 CS 506 200

Williams, Russell B.
Copyrights in the Information Age: Betamax and the Congress.
PUB DATE- Jul 88
NOTE- 34p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (71st, Portland, OR, July 2-5, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - General (140)
DESCRIPTORS- *Broadcast Industry; *Copyrights; Court Litigation; *Federal Legislation; *Film Industry; *Government Role; Technological Advancement; Videotape Cassettes; *Videotape Recorders
IDENTIFIERS- Congress; *Information Age; Japan; Video Technology

A question that now confronts producers, distributors, and consumers of information, as well as the manufacturers of information technology and the government is: what is the nature of copyright protection in the Information Age? Congress has a Constitutional mandate to protect the rights of innovators but has refused to act in the case of videocassette recorders (VCRs), and an analysis of the decision making process in the VCR situation, where progress in informational technology threatens the copyrights of information producers, may help explain Congressional unwillingness to exercise its power. The industries and copyright owners who have felt themselves most directly threatened by the VCR have pursued two primary routes to protect their interests, the Federal Courts and Congress. In both areas they have been opposed by the manufacturers of VCRs and by supporters of the individual's right to videotape at home. The Betamax decision by the United States Supreme Court in 1984 ruled that the sale of videotape recorders (VTRs) by the Sony corporation to the general public does not make the machines' manufacturers and marketers responsible for the potential infringement of Universal City Studios' and fellow respondents' copyrights. This case leads to the need for several policy decisions for the future of VCRs, information technologies in general, and the protection of copyrights: (1) legislation against "Black Boxes" (mechanisms designed for the sole purpose of

ED 295 269 CS 506 222

Frith, Katherine T.
More Than We Bargained For: The Impact of Consumer Culture in Southeast Asia.
PUB DATE- 1 Jun 88
NOTE- 13p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (71st, Portland, OR, July 2-5, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Advertising; Consumer Economics; Consumer Protection; Cultural Context; Cultural Differences; Cultural Influences; *Cultural Interrelationships; Developing Nations; Economic Development; Foreign Countries; International Trade; *Mass Media Effects
IDENTIFIERS- Adverse Impact; Advertising Agencies; Advertising Effectiveness; *Asia (Southeast); Business Role; *Consumers; Cultural Preservation; *Culture Transmission; Multinational Corporations

Advertising by multinational corporations in Southeast Asia is generating a growing resistance to its perceived role in creating a "consumer culture" damaging to indigenous values systems. Critics of advertising in Southeast Asia argue that when multinational advertisers or their multinational advertising agencies move into this foreign setting, they bring a set of assumptions based on Western consumer culture, which may be inappropriate for developing Eastern nations. In addition to the concerns about the transfer of a consumer culture, consumer groups are concerned that advertisers are promoting products which are actually harmful to health, such as cigarette smoking. Government regulation is one solution to curb the possible deleterious effects of the consumer culture. For example, the government of Indonesia banned television advertising in 1981, and India has developed a series of regulations to prohibit the "sexploitation" of women by advertisers. While the critics in Southeast Asia are right to be concerned about protecting their traditional cultures, it should be noted that advertising is part of a larger industrial model that is being

ED 295 282 EA 019 958

Malen, Betty; Hart, Ann Weaver
Shaping Career Ladder Reform: The Influence of Teachers on the Policymaking Process.
PUB DATE- Apr 87
NOTE- 46p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Career Ladders; Educational Change; *Educational Policy; Elementary Secondary Education; *Professional Associations; *State Action; *Teacher Influence; Teaching Conditions
IDENTIFIERS- *Utah

Although teachers are a prime target of state reform agendas, recent research suggests that teachers are also major sources of influence on career ladders, an expensive and controversial reform. Assessment of Utah career ladder reform indicates that a 1983 Utah Reform Committee proposal aimed at differentiating salaries, creating hierarchical positions, and generating ongoing professional growth activities has produced an egalitarian distribution of benefits, minimal staff differentiation, and support for familiar work patterns. Teachers were critical actors in this controversial process. This paper examines teachers' capacity to shape career ladder policy at the state and local level, the processes through which they exert influence, and the conditions enabling them to become major determiners of reform efforts. The study gathered state-level data from official documents, newspaper files, printed materials, and 49 indepth interviews with legislative and executive staff, state education agency staff, interest group representatives, media reporters, and other observers. Local data were acquired from the career ladder plans districts submitted to the state board of education, a state office of education survey of teacher opinions, and other sources. Findings showed that despite having little impact on reform inputs, teachers were able to constrain state activism by operating through their associations and their social interactions in the workplace.

ED 295 296 EA 020 027

Effective Teachers: Effective Evaluation in America's Elementary and Middle Schools.

National Association of Elementary School Principals, Alexandria, VA.

PUB DATE- 88
NOTE- 32p.
AVAILABLE FROM- Publication Sales, National Association of Elementary School Principals, 1615 Duke Street, Alexandria, VA 22314 ($9.50).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Administrator Role; Elementary Education; *Evaluation Criteria; *Evaluation Utilization; Guidelines; Lesson Observation Criteria; Middle Schools; *Teacher Administrator Relationship; Teacher Effectiveness; *Teacher Evaluation; Teacher Improvement; *Teacher Supervision; Teaching Skills

This handbook provides practical suggestions to principals on using teacher evaluation to develop a school's most important resource--its teachers. After briefly delineating the basic steps in teacher evaluation, the handbook provides advice in each of the following areas: formulating the approach; establishing an affirmative atmosphere; scheduling observations and conferences; and pre-evaluation conference; observing teachers in action; recording observations; analyzing the data; frequency of observation visits; announced visitations; providing feedback; the feedback conference; the setting; the conference agenda; the teacher's feedback; a sample plan of action for a teacher; getting a second (and third) opinion; checking progress; the culminating evaluation; the exceptional case (unacceptable performance); keeping the record straight; and looking ahead. Brief highlighted sections throughout the text provide succinct tips on observation and diagnosis, the extra dimension (or the global, high-inference qualities of effective teaching that eludes analytic evaluation techniques); the staff advisory council as a way of involving teachers in the evaluation process; and the summing-up phase (end-of-year assessments). (TE)

ED 295 309 EA 020 067

Locke, William E.
New Teacher Induction Program Developed for Wilmington High School.

PUB DATE- 87
NOTE- 27p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Beginning Teachers; High Schools; *Inservice Teacher Education; *Mentors; *Nontenured Faculty; Teacher Effectiveness; *Teacher Orientation; Teacher Responsibility; Teacher Role
IDENTIFIERS- *Beginning Teacher Instruction; *Illinois

The New Teacher Induction Program at Wilmington (Illinois) High School is intended to increase job satisfaction and to help new teachers avoid making mistakes. The major responsibility of the school board in the program is to form a policy to affirm the establishment and execution of the program. The superintendent reports program proceedings to the school board. The curriculum coordinator directs the program recruits and trains coach-mentors, assigns coach-mentors to new teachers, plans inservice programs, observes and advises new teachers in the classroom, plans and distributes materials for the program, and reports program proceedings to the superintendent. The principal reports program proceedings to the superintendent, furnishes philosophical guidance, distributes a handbook regarding teacher expectations, and holds three formative evaluations and one summative evaluation during each school year. Finally, coach-mentors counsel new teachers in fulfilling curriculum requirements and developing classroom skills, observe new teachers in the classroom, and provide feedback. The activities of the program include a three-day orientation workshop intended to introduce new teachers to the district, the personnel, and the New Teacher Induction Program; inservice seminars for first-year teachers, which involve watching a video and discussing the required observations between meetings; observations by the principal; and suggested readings. Two appendices outline the responsibilities of teachers, principals, and coach-mentors. (RG)

ED 295 322 EA 020 084

Watkins, Peter
Class, Control, and Contestation in Educational Organisations. ESA 841, Theory and Practice in Educational Administration.
Deakin Univ., Victoria (Australia).

REPORT NO.- ISBN-0-7300-0005-2
PUB DATE- 83
NOTE- 113p.
AVAILABLE FROM- Publication Sales, Deakin University Press, Deakin University, Geelong, Victoria 3217, Australia ($12.50 Australian; quantity and educational discounts).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Collected Works - General (020)
DESCRIPTORS- *Educational Philosophy; Elementary Secondary Education; Foreign Countries; Government School Relationship; Ideology; *Marxian Analysis; *Organizational Theories; Political Socialization; *Politics of Education; Professional Recognition; Social Stratification; *Teacher Militancy
IDENTIFIERS- *Australia (Victoria); Frankfurt School

The introductory essay in this volume presents a case study of class-based organizational control and contestation in secondary schools in Victoria (Australia) in the 1970s, based on a critical perspective derived from the Frankfurt school, a perspective that undertakes to reveal the power structures, class hierarchy, and legitimating ideologies inherent in many organizations. The first section discusses and defines the Marxist concept of class relations and then applies this body of theory to an analysis of the class relations and contradictions within an educational organization, focusing on the contradictory role of teachers and the transformation of control from teachers to administrators. Control also occurs through the dissemination, through education, of selected values that legitimate the status quo. The second section presents the case study, concerning Victoria teachers' 12-year struggle with an antagonistic conservative government for control over the conditions of teaching. The latter part of the volume consists of four readings by separate authors: (1) "Class and Occupation," by E. O. Wright; (2) "Hegemony, Resistance, and

ED 295 335 EA 020 108

Fortin, Jean-Claude; Boucher, R. Claude
Stress and Perception of the Level of Structuration in Schools by the Teachers.
PUB DATE- 87
NOTE- 20p.; Translation of French-language paper. Contains some faint and broken print.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Administrative Organization; *Bureaucracy; Discipline; Elementary Secondary Education; Foreign Countries; School Surveys; Student Behavior; *Teacher Administrator Relationship; *Teacher Burnout; *Teacher Morale
IDENTIFIERS- *Ontario (Ottawa); *Teacher Stress

A survey was administered to 510 high school teachers, and completed by 302 French-speaking teachers (56 percent) in the Ottawa-Hull (Canada) region to examine their views regarding the degree of structuration in their school organization, to determine the relationship of these views to their degrees of stress, and to determine if a greater degree of stress related to structuration was experienced by one particular age group. One would suppose that people employed in bureaucratic organizations would have a greater degree of stress due to the organizational structure. The six aspects of bureaucracy addressed in the survey instruments included hierarchy of authority, division of labor, presence of rules, procedural specifications, impersonality, and technical competence. Among the three questionnaires used in the study, the School Organizational Inventory assessed bureaucratic patterns in schools and the Teacher Stress questionnaire assessed the degree of teacher stress. According to the respondents, no significant relationship existed between the degree of teacher stress and the six aspects of bureaucracy addressed in the survey instruments. However, the survey revealed a high degree of teacher stress related to discipline and student behavior, regardless of structuration. A comparison of age groups to the degrees of stress revealed that teachers aged 35 to 45 had a higher degree of stress than the other age groups. The document includes 4 tables and 28 references. (RG)

ED 295 349 EC 202 585

McIntosh, Dean K.; Raymond, Gail I.
Training Regular Education Personnel To Be Special Education Consultants to Other Regular Education Personnel in Rural Settings.
PUB DATE- Mar 87
NOTE- 8p.; In: Linking Programs and Resources for Rural Special Education. Proceedings of the Annual National Conference of the American Council on Rural Special Education; see EC 202 583.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Consultation Programs; *Delivery Systems; Demonstration Programs; *Disabilities; Educational Improvement; Elementary Education; Higher Education; Mainstreaming; *Rural Education; *Teacher Education
IDENTIFIERS- South Carolina; *Teacher Consultants

The Program for Exceptional Children of the University of South Carolina developed a project to address the need for an improved service delivery model for handicapped students in rural South Carolina. The project trained regular elementary teachers at the master's degree level to function as consultants to other regular classroom teachers with the goal of maintaining mild-to-moderate handicapped students in the regular classroom and identifying "at-risk" students. The county demonstration model was selected as the consultation approach. This teacher-consultant model emphasizes the delivery of services to handicapped children through building-level "school demonstration agents." The agents provide systematic and long-range consultation and inservice programs to fellow teachers, rather than relying on outside district specialists. Teacher consultants are given special training in curriculum development and evaluation, formal and informal assessment, behavioral management, and consultation skills, leading to a master's degree in special education. Of 25 initial participants, 14 received degrees and began functioning as consultant teachers. (JDD)

ED 295 363 EC 202 599

McCollum, Jeannette
Professional Certification in Early Childhood Special Education.
PUB DATE- 86
NOTE- 10p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Disabilities; *Early Childhood Education; Educational Change; Higher Education; Intervention; Practicums; Preservice Teacher Education; *Special Education; *Teacher Certification; *Teacher Education Curriculum
IDENTIFIERS- *Developmental Education Birth Through Two; Early Intervention; *Illinois

Certification and personnel preparation programs have not kept pace with the increasing knowledge base related to early intervention with special needs children. The current Early Childhood Special Education Approval for professional certification in Illinois is a set of four courses attached to either of two teaching certificates. The Illinois Division for Early Childhood of the Council for Exceptional Children, the Higher Education Commission on Early Childhood of the Illinois Association for the Education of Young Children, and the Illinois Association for Supervision and Curriculum Development cite factors which have brought about the need for more adequate and specific training: (1) new knowledge in early childhood special education, (2) a broader range of identified handicapping conditions and a broader range of severity levels, and (3) the requirement that teachers work effectively with families and that they coordinate an array of interdisciplinary services. The organizations cited above recommend that the Early Childhood Special Education Approval requirements be expanded. They also recommend specialized approvals for developmental educators (serving the birth through 2 age levels) and early childhood special education teachers employed in public school systems (serving 3 through 6-year-old children). Recommended content requirements for these approvals involve both coursework and practica. (JDD)

Project PACT: Parents and Children Together. Special Demonstration 310 Project.
Centre County Vocational-Technical School, Pleasant Gap, PA. CIU 10 Bi-County Development Center for Adults.
SPONS. AGENCY- Pennsylvania State Dept. of Education, Harrisburg.
PUB DATE- 86
NOTE- 138p.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Adult Basic Education; *Basic Skills; *Daily Living Skills; Language Skills; Learning Activities; Mathematics Skills; Nutrition; *Parent Child Relationship; *Parent Education; Parent Materials; Preschool Education; Reading Skills; Science Instruction; Writing Skills
IDENTIFIERS- 310 Project

The basic skills activities in this booklet are intended for use by adult basic education (ABE) students who are parents or who otherwise interact with children. The lessons are constructed to be used first by ABE teachers or counselors with a parent and then by the parent and child at home. The lessons introduce concepts that children can learn naturally and easily from a parent. Activities are grouped into the following subject areas: math (counting, adding, learning calendar time, telling time, geometry and geometric shapes, and measuring); science (observing); social studies (family life, community life); reading (recipes, menus, food packages, children's books, telephone books); language (telephone usage, language learning, storytelling); writing (note writing, letter writing); and health (healthy eating). Each lesson includes step-by-step instructions for presenting the lesson to a child and parenting tips. Instructions are also provided for turning the following everyday activities into learning experiences: sorting and folding laundry, making a bed, picking up toys, setting a table, planning a meal, making a shopping list, planning a trip, taking a bath, and getting dressed. (MN)

ED 294 985   CE 048 009

Eno, Rebecca A.
The Family That Reads Together. A Report on 310 Project #87-98-7017.

The Changing Situation of Workers and Their Unions. A Report by the AFL-CIO Committee on the Evolution of Work.
American Federation of Labor and Congress of Industrial Organizations, Washington, D.C.
PUB DATE- Feb 85
NOTE- 35p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Employer Employee Relationship; Employment Practices; *Futures (of Society); Guidelines; Labor Conditions; Labor Legislation; *Labor Relations; Program Improvement; *Union Members; *Unions

This report reviews the changing role of labor unions in the United States today and proposes actions to increase union membership and strength in the future. The report is organized in 10 sections. The first section describes changes in the work force, especially during the 1960s and 1970s. It is followed by sections describing (1) the failure of labor law; (2) the desires and perceptions of workers; and (3) the seeds of a resurgence. A list of recommendations ends the first half of the report. The five sections of the second half propose practical activities for advancing the interests of workers, increasing members' participation in their union, improving the labor movement's communications, improving organizing activity, and making structural changes to enhance the labor movement's overall effectiveness. An appendix contains merger guidelines. (KC)

ED 295 000 CE 050 150

Illiteracy: A National Crisis. United Way's Role. A Report from United Way of America's Strategic Planning Committee.
United Way of America, Alexandria, Va.
PUB DATE- 10 Dec 87
NOTE- 30p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Adult Programs; *Agency Role; Human Services; *Illiteracy; *Literacy Education; *Social Agencies
IDENTIFIERS- *United Way

A study examined United Way's role in solving illiteracy. Concerns

Public Affairs; TRW, Inc.; Telesis; Carnegie Forum on Education and the Economy; Bartholomew Consolidated School Corp.; National Education Association; and School of Education, Tuskegee University. (YLB)

ED 295 014 CE 050 201

Competitiveness and the Quality of the American Work Force. Hearings before the Subcommittee on Education and Health of the Joint Economic Committee. Congress of the United States, One Hundredth Congress, First Session (October 29, November 10, 19, and December 3, 1987). Part 2.
Joint Economic Committee, Washington, D.C.
REPORT NO.- Senate-Hrg-100-584-Pt-2
PUB DATE- 88
NOTE- 595p.; For part 1, see CE 050 200.
AVAILABLE FROM- Superintendent of Documents, Congressional Sales Office, U.S. Government Printing Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF03/PC24 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Adult Education; Adults; Competition; Corporate Education; *Economics; *Educational Improvement; Hearings; Job Training; Labor Economics; *Labor Force Development; *Literacy; Literacy Education; Productivity; School Business Relationship; Vocational Education
IDENTIFIERS- Congress 100th

These four hearings examine the United States educational system and consider its redesign with an eye toward the skill needs of the future. The goal of the hearings is to develop a comprehensive legislative agenda to enable the next Congress and the next administration to take the necessary steps to provide U.S. industries with adequately trained and educated workers and to halt the deteriorating position of the nation in world commerce. Testimony includes statements and submissions for the record from Representatives and Senators and from individuals representing Stratecon Corp.; Suburban Communications Corp.; Motorola Inc.; Intergovernmental Affairs and External Liaison, Department of Employment and Immigration, Canada; Bendick & Egan Economic Consultants, Inc.; American Society for Training and Development; National Urban Coalition; New York State Education Department; McGraw-Hill, Inc.; AFL-CIO Human Resources Development Institute; Federal Reserve Bank of Boston; Center for Policy Research,

ED 295 029 CE 050 238

Hall, William
The TAFE National Centre for Research and Development. Third Edition.
TAFE National Centre for Research and Development, Payneham (Australia).
REPORT NO.- ISBN-0-86397-041-9
PUB DATE- Apr 88
NOTE- 22p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adult Education; *Clearinghouses; Conferences; *Consultation Programs; Educational Research; Information Dissemination; Information Networks; Research and Development; *Research and Development Centers; *Technical Assistance; *Technical Education; Workshops
IDENTIFIERS- Australia; *TAFE National Centre for Research and Development

The Technical and Further Education (TAFE) National Centre for Research and Development is a national education research and development organization. The center was established in June 1980 as a company limited by guarantee, and its members are the ministers responsible for TAFE in all of Australia's states and territories and in the commonwealth. Fifty percent of the center's funding is provided by the commonwealth government; additional funding can be raised or earned (as from the sale of materials), and the center can apply for research grants. In recent years, the center has been especially successful in raising additional research funds and has formed an external consulting division. Managed by a board of no fewer than 11 but not more than 12 members, the center is involved in the following activities: conducting and commissioning research, publishing research reports and a journal for TAFE teachers and others in the field of technical and further education, developing workshops, holding conferences, running the National Technical and Further Education Clearinghouse, working closely with the Curriculum Projects Steering Group, sitting on advisory committees, and disseminating information through other organizations. (MN)

business educators to work cooperatively to develop communication skills for business. (Chapter authors are representatives of business and industry, specialists in various facets of communication, and business educators at all instructional levels.) (KC)

ED 295 043 CE 050 265

Pavelis, George A., Ed.
Farm Drainage in the United States. History, Status, and Prospects. Miscellaneous Publication Number 1455.
Economic Research Service (DOA), Washington, D.C.
PUB DATE- Dec 87
NOTE- 186p.; Photographs may not reproduce clearly.
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Collected Works - General (020) Books (010)
DESCRIPTORS- Agricultural Engineering; Agricultural Production; *Agriculture; Agronomy; Depleted Resources; Ecology; Estuaries; *Farm Management; *Land Use; Natural Resources; *Soil Conservation; *Soil Science; *Water
IDENTIFIERS- *Drainage

This publication covers the historical, technological, economic, and environmental aspects of agricultural drainage. It draws from the combined knowledge of academic and U.S. Department of Agriculture professionals in public policy, drainage theory, planning, engineering, environmental science, and economics. The main purpose is to review the evolution of modern farm drainage and to identify farm drainage objectives for agricultural extension specialists and agents, environmental specialists, drainage consultants, installation contractors, and educators. Chapters include "A Framework for Future Farm Drainage Policy" (Smith, Massey); "A History of Drainage and Drainage Methods" (Beauchamp); "Advances in Drainage Technology: 1955-85" (Fouss, Reeve); "Purposes and Benefits of Drainage" (Fausey et al.); "Preserving Environmental Values" (Thomas); "Principles of Drainage" (Skaggs); "Drainage System Elements" (Ochs et al.); "Planning Farm and Project Drainage" (Hodges, Christensen); "Drainage for Irrigation" (Hoffman, van Schilfgaarde); "Drainage Institutions" (Sandretto); "Economic Survey of Farm Drainage" (Pavelis); "Drainage Potential and Information Needs" (Daugherty, Lewis); and "Drainage Challenges two schools. Draft and final versions of the agreement were ultimately developed. Appendixes make up the greater part of the document. They include the survey questionnaire and cover letter, interview guide, competency evaluation form, a table showing correlation of competencies to course content, a guide for developing a 2 + 2 curriculum, instrumentation and control curriculum course outlines, a chart showing alternative entry points for the curriculum, guidelines for developing lecture and laboratory facilities, and reference materials used for the curriculum. (MN)

ED 295 057 CE 050 335

Elliott, Ronald T.
South Carolina Guide for Marketing Principles. Marketing Education.
South Carolina State Dept. of Education, Columbia. Office of Vocational Education.
PUB DATE- 88
NOTE- 175p.; For a related document, see CE 050 311.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Advertising; Behavioral Objectives; *Competence; Competency Based Education; Course Content; *Distributive Education; Educational Resources; *Job Skills; Learning Activities; *Marketing; *Merchandising; Secondary Education; State Curriculum Guides; Teaching Methods; Vocational Education
IDENTIFIERS- *South Carolina

This guide presents a competency-based curriculum for a high school course in marketing. It addresses all three domains of learning: psychomotor, cognitive, and affective. Activities suggested in the guide deal with getting along with others, with supervisors or staff members, and with small or large groups. The guide, which can be used with any teaching methods, is organized in six sections keyed to 57 performance objectives and covering the following topics: describing the concepts of marketing, identifying marketing in a free enterprise economy, using marketing research, preparing the marketing mix, preparing merchandise for marketing, and finding a career in marketing. Each section contains several units promoting the acquisition of competencies needed to meet the performance objectives. Units contains resource lists, teaching activities, information sheets, evaluation questions, and answers

ED 295 071 CG 020 811

Rose, Thomas; Ansello, Edward F.

Aging and Developmental Disabilities: Research and Planning. Final Report to the Maryland State Planning Council on Developmental Disabilities.

Maryland Univ., College Park. Center on Aging.
SPONS. AGENCY- Maryland State Planning Council on Developmental Disabilities, Baltimore.
PUB DATE- Apr 87
NOTE- 113p.; Paper presented at the Annual Scientific Meeting of the Gerontological Society (40th, Washington DC, November 18-22, 1988).
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Aging (Individuals); Client Characteristics (Human Services); *Developmental Disabilities; Human Services; *Mental Retardation; *Older Adults; *Program Development
IDENTIFIERS- *Maryland

This document is a report to the Maryland State Planning Council on Developmental Disabilities which provides an assessment of the status and problems of older developmentally disabled and retarded citizens of Maryland. The executive summary describes the project background, basic needs identified by the project, developmental disabilities system and aging network services, a review of project activities, major findings and recommendations, and lists the advisory committee members. Chapter 1 discusses a 5-year plan of action and describes eight recommendations in detail. The second chapter defines the population and gives a profile of aging developmentally disabled persons, including discussions of developmental disabilities, aging, and demographics of the target population. Special service considerations and obstacles are discussed in the third chapter. Four shared and special needs (residential programs, day programs, health care, and advocacy) are discussed. The final chapter focuses on lessons learned about agencies, developmentally disabled and mentally retarded adults, families and caregivers, the maximizing of existing services, leisure and retirement, and the need for immediate education and training. Related references, planning and service activities of select Maryland agencies, and amendments to the 1987 Reauthorization of the Older Americans Act proposed by the Consortium for Citizens with Developmental Disabilities are appended. (ABL)

ED 295 086 CG 020 826

Raschko, Raymond
Spokane Community Mental Health Center--Elderly Services.
Spokane Community Mental Health Center, WA.
PUB DATE- 20 Jan 88
NOTE- 25p.; Paper presented at the Annual Meeting of the American Society on Aging (34th, San Diego, CA, March 18-22, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Caseworker Approach; Client Characteristics (Human Services); *Community Services; *High Risk Persons; *Home Programs; *Interdisciplinary Approach; *Mental Health Programs; *Older Adults; Program Effectiveness

This document describes services for the elderly provided by the Spokane Community Mental Health Center (CMHC) in Spokane, Washington. It begins by stating several reasons that the elderly are often unserved or underserved by health and social service agencies and by noting the need for community efforts to identify and locate the subpopulation of isolated, resistant, high-risk elderly persons who are living in their own homes and who do not self-refer for community services. Characteristics of the 538 elderly persons served by the Spokane CMHC multidisciplinary in-home evaluation, treatment, and case management program in 1986 are presented; demographic and clinical data on the chronically mentally ill elderly served are included. Other sections describe program structure and funding; telephone information and referral services; the multidisciplinary in-home evaluation, treatment, and case management program; location of high-risk elderly; in-home assessment and evaluation; treatment and service plans; the program's relationship with other agencies; and program results. Thirteen references and five data tables are included. (NB)

ED 295 087 CG 020 827

ED 295 101 CG 020 841

McDevitt, Teresa M.; And Others
Attitudes toward Individuals with AIDS and Homosexuals.
PUB DATE- Aug 87
NOTE- 16p.; Paper presented at Annual Convention of the American Psychological Association (95th, New York, NY, August 28-September 1, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Acquired Immune Deficiency Syndrome; College Students; Employment Opportunities; Fear; Higher Education; *Homosexuality; *Student Attitudes

Past research on adults' fear of, and hostile reactions toward, individuals with Acquired Immunodeficiency Syndrome (AIDS) and homosexuals has tended to treat these reactions as being unidimensional. The primary purpose of this study was to examine the underlying dimensions of attitudes toward individuals with AIDS and homosexuals. A second purpose was to examine the associations between the emergent underlying dimensions for the two sets of attitudes. Undergraduate and graduate students (N=358) completed a demographic questionnaire, a 14-item survey of their attitudes toward individuals with AIDS, and a 21-item survey of their attitudes toward homosexuals. Participants also indicated their level of agreement with a policy restricting individuals with AIDS and homosexuals from eight occupations (police officer, restaurant worker, childcare provider, teacher, actor, firefighter, physician, and minister). Orthogonal principal components factor analyses were computed separately on AIDS-Phobia and Homophobia scales. Factor composites were computed from the emergent factors; they tended to show high internal consistency reliability. Associations between the factor composites for the two scales were also examined. In addition, individuals who scored high on the AIDS-Phobia and Homophobia composite scores tended to believe strongly that individuals with AIDS and homosexuals should be restricted from a variety of occupations. (Author/NB)

ED 295 115 CG 020 856

Pasahow, Robert J.
Post-Traumatic Stress Disorders in Reactions to Car Accidents.
PUB DATE- Aug 87
NOTE- 14p.; Paper presented at Annual Convention of the American Psychological Association (95th, New York, NY, August 28-September 1, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Anxiety; *Client Characteristics (Human Services); *Emotional Response; Expectation; Psychological Characteristics; *Traffic Accidents
IDENTIFIERS- *Avoidance Behavior; *Posttraumatic Stress Disorder

This paper explains the most frequent psychological symptom that a car accident victim experiences and describes the nature of an anxiety and avoidant reaction to being in a car following an accident. The description of these responses is based on clinical and in-vivo observations from the treatment of more than 450 cases. Accident victim responses to being both a passenger and a driver following the accident are discussed. The theoretical constructs of the repetition compulsion, completion tendency, and classical conditioning are applied to explain why accident victims often not only fear being in another accident, but actually expect to be in a subsequent accident. (Author/NB)

ED 295 116 CG 020 857

Evans, Ron L.; And Others
Non-Disease Specific Risk Factors Affecting Hospital Outcome.
SPONS. AGENCY- Veterans Administration, Washington, D.C.
PUB DATE- Mar 88
NOTE- 22p.; Paper presented at the Annual Meeting of the American Society on Aging (34th, San Diego, CA, March 18-22, 1988).
GRANT- IIR-85-033
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)

Mustapha, Zaliha
Schemata as a Reading Strategy.
PUB DATE- May 88
NOTE- 35p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Beginning Reading; Context Clues; Decoding (Reading); Higher Education; Language Role; Linguistic Theory; Reading Comprehension; *Reading Instruction; *Reading Processes; Reading Research; Reading Skills; *Reading Strategies; *Second Language Instruction
IDENTIFIERS- *Schema Theory; Text Factors; *Text Processing (Reading)

Reading is a multileveled, interactive, and hypothesis-generating process in which readers construct a meaningful representation of text by using their knowledge of the world and of language. Reviewing research on the reading process, it is clear that context, script (a form of general event representation derived from and applied to social contexts), and schema (a model of knowledge gained from experience) are forms of control processors that determine comprehension of information. Context, if viewed as an overall schema which helps focus attention on a particular aspect of the material, occurs in normal reading conditions. In normal reading, the extraction of relevant information is more important than remembering every word in the reading material; since most reading materials are lengthy, readers make use of a reading device to help them distinguish between relevant and irrelevant information. Results of various research studies on the reading process and of the view of reading comprehension as an interactive process between the reader and the text, and within the reader's own text-based processing strategies, lead to several implications for English-as-a-second-language (ESL) instructors. Knowledge of schema theory is important for recommending materials for beginning reading instruction, and should also be considered when the cultural origin of a text may have an effect on reading comprehension. (Three figures are included, and an illustration of appropriate/inappropriate context cues and 77 references are appended.) (MM)

Interdisciplinary Study of the Experience of Literature. Paper 7.
Copenhagen Univ. (Denmark). Dept. of English.
REPORT NO.- ISBN-87-89065-11-5
PUB DATE- 24 Mar 88
NOTE- 64p.; Prepared by the Research Unit for Experimental Studies in Reader Response. For related documents, see CS 009 172-177.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Cross Cultural Studies; *Folk Culture; Foreign Countries; Interdisciplinary Approach; Literature Appreciation; Questionnaires; *Reader Response; *Reader Text Relationship; *Reading Attitudes; Reading Research; Secondary Education; Short Stories; Translation
IDENTIFIERS- Denmark; *Folktales; Greenland; *Reader Response Criticism; Turkey; United States

This paper, the last of seven, part of an interdisciplinary project on the context of reading and reading research that explores similarities and dissimilarities in the response to literature in readers from different cultures, supplies the "Folktale project" with readers' statements which can be used for the construction of a cross-cultural questionnaire. The paper explains that subjects were asked to read a story and comment on it in an interview. Ten readers (seven Danes and three Greenlanders) commented on the Danish version of the stories, and 11 readers (eight Americans, one Welshman, one Canadian, and one Australian) read the English version. The paper notes that the results from these interviews will be used for the construction of questionnaires on readers' responses to the three stories. Four notes are included, and two references, an overview of the project, four appendixes, and a list of publications from the project are attached. (MS)

ED 295 145 CS 009 181

Brown, Sylvia J.
Assessment of First-Grade Reading Achievement: Spring 1986 Pilot Study. OEA R & D Report.
New York City Board of Education, Brooklyn. Office of Educational Assessment.
PUB DATE- 88
NOTE- 98p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.

ED 295 158 CS 211 249

Baer, Vicki E.
An Information and "Cultural" Exchange between Two Middle Schools.
PUB DATE- Nov 87
NOTE- 17p.; Paper presented at the Annual Meeting of the Rocky Mountain Educational Research Association (Tucson, AZ, October 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academically Gifted; Computer Networks; Experiential Learning; Geography; History; *Interpersonal Communication; Junior High Schools; Language Arts; Letters (Correspondence); *Middle Schools; Modems; Social Studies; *Student Exchange Programs; Student Writing Models; Word Processing; Writing (Composition)
IDENTIFIERS- Audience Awareness; *Maryland (Saint Marys County); *Maryland (Washington County)

A "cultural and informational exchange" between two Maryland middle schools allowed two groups of gifted students to accomplish several learning objectives while discovering new regions of their state and nurturing new acquaintances. Computers were central to the program--all information was created using word processing programs, and was transmitted between the two schools by modem. First, students were surveyed and paired for their desire to share information about the geography and history unique to their counties. For both groups of students, the information exchange would provide an important component of their gifted and talented education--an audience for their work other than their teachers. Next, students spent many hours looking through reference materials, interviewing county residents, and compiling reports on topics such as the Alsatia Mummers' Parade or Fort Frederick. Having learned about their partners' geographic and historical heritage, students were surveyed and matched for personal characteristics and interests, and participated in a pen pal exchange. As a culminating activity at the end of the school year, one school hosted the other on an overnight recreational trip. (Several sample student reports are attached.) (ARH)

ED 295 159 CS 211 250

ED 295 172 CS 211 265

Dobie, Ann B.
Writing Rituals.
PUB DATE- Mar 88
NOTE- 9p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (39th, St. Louis, MO, March 17-19, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Authors; *Behavior Patterns; College Faculty; Graduate Students; Higher Education; Limited English Speaking; *Writing (Composition); Writing Instruction
IDENTIFIERS- Developmental Writing; *Ritual Behavior; *Writing Habits; Writing Strategies

Recognizing that experienced writers often develop elaborate patterns for carrying out the various stages of their work, a study questioned a variety of student and professional writers about their writing rituals with the purpose of identifying pedagogical strategies that will facilitate student writing. Subjects, 109 developmental writing students, 42 freshman composition students, 11 honors freshmen, 44 students of English as a second language, five graduate students, 4 college professors, and one professional novelist, answered an information survey. Questionnaires and personal interviews indicated that developmental students have writing rituals, but that they are often unproductive ones. One student, for example, reported that she habitually does her writing in a place where she is subject to interruptions. In addition, although she engages in several procrastination activities, she has failed to devise productive rituals that will help her find ideas and communicate them. Freshman composition students are more likely to use writing warm-ups, turn to stress relieving activities, and in general, more consciously control the process of writing. Honors students have elaborate patterns of work, and graduate students reach heights of ritualistic behavior in the preparation of seminar papers. Findings suggest that teachers should urge students to cultivate productive writing rituals, and should examine their own writing rituals. (Author/ARH)

Ultimately, however, answers to these questions will not yield complete agreement, and ACEJMC must approach the judgment of individual programs with an attitude of trust. (Thirteen footnotes are appended.) (MM)

ED 295 187 CS 211 281

Christy, Karen J.
Grading the Mayor: Agenda-Setting in Defiance, Ohio.
PUB DATE- Jul 88
NOTE- 23p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (71st, Portland, OR, July 2-5, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Community Attitudes; Interpersonal Relationship; *Local Government; Local Issues; *Mass Media Effects; *News Media; Political Attitudes; *Political Influences
IDENTIFIERS- *Agenda Setting; Ohio (Defiance)

In an attempt to explore the press's power to influence its readers and viewers, a study replicated other agenda-setting research using content analysis of the media and a telephone survey of residents of Defiance, Ohio. Subjects, 364 residents (representing a 45% response rate), were asked to grade the mayor on the best and worst things he had done in the last six months and also asked what media they relied on for information. A content analysis was also conducted on the local newspaper (used by 95% of the respondents) for the six months before the survey. Since the nearest television station is 50 miles away, TV news is nonexistent except for crises. Findings indicated that (1) the coverage of issues correlates with evaluations of the mayor; (2) an issue high on the media agenda could influence the public's evaluation of elected officials; and (3) interpersonal relationships were more important than mass media in setting the community agenda. (Five tables of data are included, and 27 references are appended.) (MS)

ED 295 201 CS 211 297

Washburn, Patrick S.

The Office of Censorship's Attempt to Control Press Coverage of the Atomic Bomb during World War II.

PUB DATE- Jul 88
NOTE- 53p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (71st, Portland, OR, July 2-5, 1988).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Historical Materials (060)
DESCRIPTORS- *Censorship; *Freedom of Information; Freedom of Speech; Government Role; Journalism; National Defense; *Nuclear Warfare; Press Opinion; *War
IDENTIFIERS- *Atomic Bomb; Media Government Relationship; Military Role; Press Responsibility; Secrecy; *World War II

The Office of Censorship's struggle to keep journalists from revealing the development of the first atomic bomb, the sites where the development was taking place, and the fact that the bomb might be available for use in the war, was desperate and in many ways heroic. Soon after it was created on December 19, 1941, the office issued a voluntary wartime code of practices for newspapers, magazines, and periodicals which asked editors to act according to whether they thought the information in their possession was of use to the enemy. For the next three years the appearance of stories on heavy water and atom smashing became a problem which the Office of Censorship had to monitor continually by issuing confidential notes to editors of newspapers and weeklies as well as managers of radio stations. The Office of Censorship also was frantically battling leaks outside of mainstream magazines and newspapers, such as book publishers, "appropriate authorities," and universities. This lasted until the atomic bomb was dropped on Hiroshima on August 6, 1945, at which point the Office of Censorship's Press Division took the view that virtually anything was permissible except a description of how the atom was split or the internal workings of the bomb. Remarkably, throughout the war, the press did bear with the government policy of revealing virtually no technical details about the bomb, primarily because it enthusiastically supported the war. The voluntary form of censorship had worked. (Seventy-three notes are included.) (MS)

individual poetry books. Chapter 3, "Poems and Poetry Assignments," presents 18 poetry assignments found to be effective in the classroom. (Twelve references are included.) (ARH)

ED 295 215 CS 211 315

Alexander, Rosemarie J.
Justice Powell and the First Amendment: Balancing Press Conflicts.
PUB DATE- Jul 88
NOTE- 29p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (71st, Portland, OR, July 2-5, 1988).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Constitutional Law; *Court Judges; Court Litigation; Court Role; Federal Courts; *Freedom of Speech; Journalism; News Media; Political Attitudes; Press Opinion
IDENTIFIERS- Critical Analysis; *First Amendment; Journalism Research; Legal Research; *Powell (Lewis); Supreme Court

A study analyzed U.S. Supreme Court Justice Lewis Powell's court opinions on First Amendment issues that affect the daily work of journalists. The results showed that he preferred compromises, guidelines, and tests to either/or solutions. Because Powell sought to balance all interests, he developed no firm theoretical position on the First Amendment, nor did he advance freedom of the press. Though his opinions stated that freedom of the press was a societal interest to be protected, he gave the press no greater First Amendment protection than that given the average citizen. Powell's importance to the Burger and Rehnquist courts was due to their fragmentation and his role as middle man, not to his overriding judicial philosophy. (Four pages of endnotes are attached.) (MHC)

ED 295 216 CS 211 316

Tankard, James W., Jr.

ED 295 229 CS 506 164

Beebe, Stephen A.; Biggers, Thompson
Emotion-Eliciting Qualities of Speech Delivery and Their Effect on Credibility and Comprehension.
PUB DATE- May 88
NOTE- 28p.; Paper presented at the Annual Meeting of the International Communication Association (38th, New Orleans, LA, May 29-June 2, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Communication Research; Communication Skills; *Emotional Response; Higher Education; Listening Comprehension; *Public Speaking
IDENTIFIERS- *Emotion Theory; Listening Research; *Speaking Style; Students as Subjects

A study explored the applicability of emotion theory as a paradigm for explaining the effect of speaker delivery upon credibility and listener comprehension. Subjects were 60 undergraduate students from a large southeastern university. One group of subjects heard a speaker deliver an informative speech with varied delivery. A second group of subjects heard the speaker deliver the same speech with unvaried delivery. After the speeches, subjects were administered tests of source credibility (as measured by nine semantic scales, developed by Berlo, Lemert, and Mertz), comprehension (as measured by a 20-item multiple-choice test), and emotional response (measured by scales developed by Mehrabian and Russell, and further tested by Biggers, Beebe and Masterson). The results support previous research which suggested that varied delivery improves credibility and listener comprehension. More importantly, the results suggest that emotional response is a significant mechanism that connects perception of delivery to estimations of a speaker's character, expertise and dynamism. Comprehension of the message is not as dependent on either emotional response or credibility; thus comprehension seems to be a function of cognitive rather than emotional responses. (Five tables of data are included and four pages of references are attached.) (ARH)

ED 295 243 CS 506 186

Stone, Vernon A.
Pipelines and Dead Ends: Jobs Held by Minorities and Women in Broadcast News.
PUB DATE- Jul 88
NOTE- 20p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (71st, Portland, OR, July 2-5, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Administrators; *Broadcast Industry; Employed Women; *Employment Opportunities; Equal Opportunities (Jobs); *Females; Labor Needs; Media Research; *Minority Groups; *News Media; Promotion (Occupational); Racial Balance; *Racial Composition; Radio; Sex; Sex Differences; Television
IDENTIFIERS- *News Directors; News Reporters

Because of the problem of lack of progress by minorities and women in the newsrooms of television and radio stations, a survey investigated the types of positions held by minority and non-minority men and women in broadcast news. Subjects, 730 news directors from non-satellite commercial TV stations and commercial radio stations, answered questionnaires about the number of minorities in the broadcast news work force. Findings showed that: (1) members of minority groups are only half as likely as whites to have managerial assignments, either top level or second level; (2) minority women, but not minority men, are filling a substantial number of rank and file news production jobs, which may lead to managerial positions; (3) minority women are as likely as non-minority men and women to be reporting or anchoring; (4) minority men are overrepresented in one of the lowest paying jobs in TV news, news camera operators; and (5) white women claim a substantial share of the work force and are being hired at a still higher rate than men, as are minority women--they are strongly represented in the managerial pipeline. However, few minorities have achieved positions of power as yet. (Five tables of data and 14 notes are included.) (MS)

ED 295 244 CS 506 188

defeating internal protection against unauthorized duplication); (2) the right of copyright owners to choose to encode any work they want to protect; and (3) the creation, by Congress, of a definition of fair use which considers the implications of new information technologies. (One hundred and twenty-three notes are included, and 25 references are appended.) (MS)

ED 295 257 CS 506 202

Buddenbaum, Judith M.
Religion in Network Television Newscasts: 1976-1986.
PUB DATE- Jul 88
NOTE- 33p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (71st, Portland, OR, July 2-5, 1988). Research supported by the Equal Opportunities Council, Colorado State University.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Broadcast Television; Newspapers; *News Reporting; *Religion
IDENTIFIERS- Media Coverage; News Topics; *Religious News; Television Networks; *Television News

A study analyzed the religion news coverage by network television over a 10-year period, examining newscasts by ABC, CBS, and NBC during a constructed month for 1976, 1981, and 1986. Two hundred forty news stories with clear mentions of religious topics were selected from "TV News Index and Abstracts" and analyzed using a content analysis scheme. Each story was coded according to network, month, date, year, and day of week, and classified by focus and significance of information, topic, news angle, and type of information about religion. The total number of stories, the length of the available news space, and the total length of each religion news story were also determined. Findings revealed that religion news is a rather stable commodity, and the networks generally included at least one religion story in half to two-thirds of all newscasts. Yet, true religion news--news focusing on religious beliefs and behavior and telling something meaningful about them--was aired much less frequently. Fewer than one-fifth of all stories focused on religion; the rest generally mentioned religion as a minor element in an essentially secular context. In addition, some religions were covered much more heavily than others. For actively pursued by local governments in an effort to develop economically--advertising has historically provided the fuel for industrial and economic growth. (One table of data is included, and 22 references are appended.) (MM)

ED 295 270 CS 506 224

Allen, Craig M.
Ike and the GOP in 1956: Madison Avenue Comes to the Aid of the Party.
PUB DATE- Jul 88
NOTE- 38p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (71st, Portland, OR, July 2-5, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Historical Materials (060)
DESCRIPTORS- Mass Media Effects; *Mass Media Role; Media Research; Persuasive Discourse; *Political Campaigns; Presidents of the United States; Public Opinion; *Television Viewing
IDENTIFIERS- *Eisenhower (Dwight D); Political Communication; *Republican Party; Television History

This paper argues that Dwight Eisenhower's use of television in the political campaign in 1956 helped mark the rise of the centralized presidential campaign strategy. To determine the impact of television on this campaign and describe the campaign's inner workings, the paper recounts (1) the Republican dilemma over the use of television and the electability of Republican candidates across the nation; (2) the vision of the advertising agencies and the key players in the Eisenhower campaign for the role television could play; (3) the development of the advertising strategy; (4) the image blitz; and (5) the lessons to be learned from television's use in a national campaign. The paper concludes that television may not have successfully come to the aid of the Republican party, but the harvest of television thinking and innovation that began then has helped to drive politics and the media ever since. One hundred and twelve notes are included. (MS)

By shifting decision-making focus to the local arena, they converted an unfriendly reform into one more commensurate with their own views and values. Included are 99 references. (MLH)

ED 295 283 EA 019 987

Gottfredson, Gary D.; Gottfredson, Denise C.
Using Organization Development To Improve School Climate. Report No. 17.
Center for Research on Elementary and Middle Schools, Baltimore, MD.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jul 87
NOTE- 30p.
GRANT- OERI-G-86-0006
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Educational Assessment; *Educational Environment; Elementary Secondary Education; Intervention; *Organizational Climate; *Organizational Development; Program Design; *Program Evaluation; Program Implementation
IDENTIFIERS- *Program Development Evaluation

This paper presents and illustrates some principles for organizational development approaches to improving school climate. It discusses a specific structure for facilitating school improvement entitled Program Development Evaluation, and it illustrates the use of school climate assessments for school diagnosis and the evaluation of improvement programs. It also suggests approaches to the special problem of school improvement in schools that need improvement the most--but where intervention is most difficult. Thirty-four references are listed. (TE)

ED 295 284 EA 019 995

Galton, Maurice
Innovation in Primary Education. Project No. 8.

ED 295 297 EA 020 031

Lyman, Lawrence; And Others
Building Trust in Supervision and Evaluation. A Workshop for Instructional Supervisors.
PUB DATE- Mar 88
NOTE- 47p.; Paper presented at the Annual Meeting of the Association for Supervision and Curriculum Development (43rd, Boston, MA, March 12-15, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Collegiality; *Cooperation; Elementary Secondary Education; Interpersonal Competence; *Supervisors; *Teacher Evaluation; *Teacher Supervision; *Trust (Psychology); *Workshops
IDENTIFIERS- *Empowerment

While most instructional supervisors recognize the importance of mutual trust and collaboration in building effective interpersonal relations with teachers (involving high cooperation, mutually agreed upon goals, and demonstrated positive outcomes), supervisors' attempts to achieve these ends often prove frustrating. This paper examines factors promoting trust, barriers to trust, benefits and methods of building trust, and staff development activities to promote schoolwide trust. To empower teachers to view themselves as managers in charge of school productivity, supervisors need to demonstrate trust in teachers, acknowledge the importance of teachers' role, and show their willingness to build collegial relations with teachers based on equality and mutual regard. Trust is related to several factors: the purpose of supervision and evaluation; confidentiality; handling of complaints; consistency, honesty, and sincerity; and collaboration and participation in the supervision process. Barriers to trust include teacher distrust and anxiety concerning evaluation, teachers' hesitancy to express problems and concerns, supervisors' managerial styles, and time constraints. A major benefit of trust-building is to assist teachers in self-evaluation and in addressing problems before they become major. Supervisors can also help teachers brainstorm solutions to problems. Successful organizations function by encouraging their members to collaborate on strategies for improving organizational effectiveness. Appended are 11 references and workshop materials, including suggested readings, geared to building trust in teacher supervision and

ED 295 310 EA 020 068

Stocker, Frederick D.
Toward Strengthening North Dakota's Fiscal System.
National Education Association, Washington, D.C.; North Dakota Education Association, Bismarck.
PUB DATE- Feb 87
NOTE- 41p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Budgeting; Comparative Analysis; *Educational Economics; *Educational Finance; Elementary Secondary Education; Expenditures; *Fiscal Capacity; Retrenchment; School Funds; *School Support; *School Taxes; *State Aid; Statewide Planning; Tax Allocation
IDENTIFIERS- *North Dakota

This report describes and evaluates the North Dakota state/local fiscal system, especially as it relates to financing public education. It identifies and evaluates various fiscal policy options for raising additional tax revenue for support of schools and other public services in ways consistent with the basic characteristics of the North Dakota economy and with generally accepted principles of good tax policy. The first section of the report identifies and discusses the roots of the present fiscal crisis, including the development of an oil-based economy, the results of past steps to cut spending, the antitax petition campaigns, and emergency spending cuts in recent history. The second section compares North Dakota's tax base with the United States average. The following two sections describe the condition of North Dakota's state general fund and its system for financing public schools with a combination of state and local funds. A set of guidelines are then presented for evaluating proposed tax changes, and the remainder of the report analyzes the major state taxes and their revenue potential. The report concludes with a list of recommendations for strengthening the fiscal system of North Dakota in general and in the specific areas of school finance, property tax, retail sales tax, personal income tax, corporate income tax, excise taxes, and severance taxes. Fourteen statistical tables are included. (TE)

the Paradox of Educational Reform," by H. Giroux; (3) "Curricular Form and the Logic of Technical Control," by M. W. Apple; and (4) an article from the journal "Secondary Teacher" on "Teachers' Conditions." An annotated bibliography is included. (TE)

ED 295 323 EA 020 085

Watkins, Peter
Youth, Schooling, and Work: Policy and Transition. ESA 842, Policy Development and Analysis.
Deakin Univ., Victoria (Australia).
REPORT NO.- ISBN-0-7300-0114-8
PUB DATE- 84
NOTE- 121p.; For related documents, see EA 020 083 and EA 020 087-088.
AVAILABLE FROM- Publication Sales, Deakin University Press, Deakin University, Geelong, Victoria 3217, Australia ($12.50 Australian; quantity and educational discounts).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Collected Works - General (020)
DESCRIPTORS- Educational Economics; Educational Objectives; *Educational Policy; *Education Work Relationship; Elementary Secondary Education; Foreign Countries; Government School Relationship; *Marxian Analysis; Politics of Education; *Training Objectives; *Transitional Programs
IDENTIFIERS- *Australia

This volume is part of a series of monographs from Australia devoted to outlining an alternative approach, based on neo-Marxist concepts, to policy studies in education. The opening monograph is a critique of policies favoring transition programs aimed at training students to fit into the prevailing structure of the workplace, suggesting that such policies reflect the ideological stance of the Liberal-National Party Government. The first section of the essay addresses the context of, and responses to, the development of these transition programs. This is followed by a discussion of the Williams Report on "Education, Training, and Employment" commissioned by the Fraser government to promote the view that education and the labor market should be more closely aligned. Other topics discussed include the fiscal and legitimization crises, out-of-school transition programs for youth, inschool transition programs, and future policy directions. This

ED 295 336 EA 020 122

Streifer, Philip A.
Teacher Evaluation Systems: A Review of Critical Issues and the Current State of the Art.
Regional Laboratory for Educational Improvement of the Northeast & Islands, Andover, MA.
PUB DATE- Aug 87
NOTE- 17p.
AVAILABLE FROM- Publication Sales, The Regional Laboratory for Educational Improvement of the Northeast and Islands, 290 South Main St., Andover, MA 01810 ($3.00, plus $2.50 shipping and handling).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Elementary Secondary Education; Evaluation Criteria; *Evaluation Methods; Evaluators; Formative Evaluation; *Program Design; *Program Development; *Program Effectiveness; Program Evaluation; Program Implementation; Summative Evaluation; *Teacher Evaluation
IDENTIFIERS- Rhode Island

When formative feedback in teacher evaluation programs results in a summative decision, teacher evaluation programs fulfill both formative and summative needs. Teacher evaluation programs that fulfill both formative and summative needs should include components such as consistent and just policies and procedures; evaluation criteria that agree with teacher effectiveness research; a method for setting performance standards; and administrator training for teacher evaluation. While poorly defined criteria result in failure, clearly defined evaluation criteria result in improved instruction. An alternative to problematic rating scale evaluation is the descriptor achievement system, which is founded on teachers' exhibition of clearly defined skills. The efficiency of this system depends on the training of the observers. The elements of administrator training for teacher evaluation include knowledge of teacher effectiveness research, evaluation methods, data collection, and conference methods. School districts should monitor their teacher evaluation programs to assess where improvement is necessary, involve teachers in the program, and stick to the chief components of the program. The efficiency of teacher evaluation programs relies on the combined strength of its

ED 295 350 EC 202 586

Howley, Craig B.; Howley, Aimee A.
Gifted Programs: Equal Access in Rural Areas.
PUB DATE- Mar 87
NOTE- 24p.; In: Linking Programs and Resources for Rural Special Education. Proceedings of the Annual National Conference of the American Council on Rural Special Education; see EC 202 583.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Access to Education; Cultural Influences; Elementary Secondary Education; *Equal Education; Financial Support; *Gifted Disadvantaged; *Norm Referenced Tests; Poverty; Program Improvement; *Rural Education; *Talent Identification; Test Bias

Poverty prevalent in rural areas is associated with unequal representation in gifted programs. Some impediments to equal access include cultural prejudice, family distrust of schools, the stigma of academic success, inappropriate identification practices, and poor funding for rural programs. Five rural states have adopted measures to promote proportional representation, by developing adequate funding for rural gifted programs and fair identification practices. To identify the brightest students in isolated rural schools, norm-referenced tests can be used with local standardization. Three approaches are proposed: (1) create a pool of referrals from students whose achievement test scores fall in the top 50% for that school, administer a group IQ test to the referrals, refer the top quartile for individual IQ and achievement testing, rank students, and select top scorers until 3% of the school population has been identified; (2) create a pool of referrals from the top 25% of all scores on a group IQ test, administer an individual screening-level IQ test, rank the scores, and select the top scorers until 3% of the school population has been identified; (3) use an entire rural district to develop local norms and apply the norms to the test performance of referred children. (Author/JDD)

ED 295 364 EC 202 600

Brady, Michael P.; And Others
Middle School Study of Mainstreamed Students Dissemination Report: A Summary of Year One Findings and Year Two Research Activities.
Houston Univ., Tex. Coll. of Education.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 88
NOTE- 18p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; *Classroom Communication; Classroom Techniques; *Disabilities; Educational Practices; Inservice Teacher Education; Interaction; Intermediate Grades; Intervention; Junior High Schools; Low Achievement; *Mainstreaming; *Middle Schools; Special Education; Teacher Behavior; *Teacher Effectiveness; *Teacher Student Relationship; Teaching Methods; Teaching Styles; Time on Task

The Middle School Study of Mainstreamed Students sought to establish a foundation for interdisciplinary research on middle school mainstreaming by merging teacher effectiveness and special education practices. The study examined teaching behaviors through macro (classroom) and micro (individual student) analyses of classroom interactions, to identify those interactions which produce high levels of teacher and learner performance. An experimental group of middle school social studies teachers participated in an inservice program on effective use of classroom time, consistency management, and interventions for low-achieving and mainstreamed students. Results of the first year's research indicated that teachers known to be effective at the macro level were also found to be effective, high-impact teachers at the micro level. In the second year, the sample pool and research design were modified, and initial analyses of second year data support the first year findings. (JDD)

ED 295 365 EC 202 801

Center for Literacy, Inc., Philadelphia, PA.
SPONS. AGENCY- Pennsylvania State Dept. of Education, Harrisburg.
PUB DATE- 31 Aug 87
NOTE- 31p.; For a related document, see CE 048 010.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adult Basic Education; Beginning Reading; Books; *Childrens Literature; Cooperative Programs; Library Services; *Literacy Education; *Oral Reading; Outreach Programs; *Parent Education; *Reading Aloud to Others; School Community Relationship; Workshops
IDENTIFIERS- 310 Project

A project was conducted to help nonreading parents who want to read to their children but feel that they are not good enough readers to do so. The primary objectives of the project were to demonstrate that there are children's books that beginning readers can read to their children, to offer suggestions about reading to children, and to provide opportunities to share experiences and concerns, and to practice reading some children's picture books in a supportive and nonthreatening atmosphere. Local education and community service agencies interested in participating in the family reading project were identified. Then, in collaboration with the Free Library of Philadelphia and nine of the local education and community service programs, eight two-part family reading workshops were held for nonreading parents. The first session of each workshop was hosted by a community program, and the second half was held at a nearby branch of the library. Overall, the project was quite successful and well received, the main problem being poor workshop attendance at some sites. It was felt that attendance could be improved by allowing for seasonal conditions and child care needs when scheduling future workshops. (Appendixes include the initial project letter and questionnaire, workshop schedules, and workshop materials. Resource lists include books: (1) for parents; (2) for preschool children; (3) about black children; and (4) to use with Spanish-American children. (MN)

ED 294 986 CE 048 010

Eno, Becky
"Read To Me!" Some Tips on Reading to Children.
Center for Literacy, Inc., Philadelphia, PA.
SPONS. AGENCY- Pennsylvania State Dept. of Education, Harrisburg.

of four major constituencies were identified. University representatives saw illiteracy as threatening the social well-being of those affected and seriously damaging the principle of equal opportunity. Business persons felt that illiteracy threatened the nation's competitive edge in today's global economy. Human service delivery system personnel indicated that current delivery systems for promoting literacy were insufficiently coordinated and insufficiently concerned with personal dignity. Human service agency staff saw the incidence of school dropout as a major problem, yet schools rarely reached out for help. The study found that: illiteracy is not an insoluble problem; it has many causes; it is very costly; illiteracy rates are highest among the economically disadvantaged; and the total number of illiterate adults is not changing. The study committee believed that United Way should promote literacy training that goes beyond the teaching of rudimentary reading and writing to embrace the development of mature thinking skills. It recommended that United Way should concentrate its literacy programs on services to adults, encourage preventive programs, and focus on broadening current services to include literacy components while still supporting stand-alone literacy programs. (An appendix describes models of literacy programs that work. For each program, a description, list of results, and contact person are included.) (YLB)

ED 295 001 CE 050 183

Lacey, Richard A.; Kingsley, Christopher
A Guide to Working Partnerships.
Brandeis Univ., Waltham, MA. Center for Human Resources.
SPONS. AGENCY- Edna McConnell Clark Foundation, New York, N.Y.; Employment and Training Administration (DOL), Washington, D.C.
PUB DATE- 88
NOTE- 41p.; For a related casebook, see CE 050 184.
GRANT- 99-7-1879-72-331-02
AVAILABLE FROM- Center for Human Resources, Heller School, Brandeis University, Waltham, MA 02254-9110 (free).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Agency Cooperation; Career Education; *Cooperative Programs; *Disadvantaged; Educational Cooperation; Education Work Relationship; Program Development; *Program Implementation; *School

National Governors' Association; Center for Remediation Design; Manpower Demonstration Research Corp.; American Association of Community and Junior Colleges; E.I. duPont de Nemours & Co.; IBM Educational Systems, IBM Corp.; and Carnegie Forum on Education and the Economy. (YLB)

ED 295 015 CE 050 202

Employment in Perspective: Women in the Labor Force. First Quarter 1988. Report 752.

Bureau of Labor Statistics (DOL), Washington, D.C.

PUB DATE- 88

NOTE- 4p.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)

DESCRIPTORS- Adults; *Employed Women; Employer Employee Relationship; *Employer Supported Day Care; *Employment Practices; Flexible Working Hours; *Fringe Benefits; Job Sharing; Personnel Policy

A special survey on employer child-care practices conducted by the Bureau of Labor Statistics (BLS) in the summer of 1987 sampled 10,345 establishments with 10 or more employees selected from the BLS establishment universe file and classified by industry and size. The survey showed that over the last decade, the number of mothers in the labor force has grown by nearly 40 percent; for these women, obtaining reliable, high quality care for their children at reasonable cost is often a major problem. Approximately 11 percent of establishments with 10 or more employees offered some benefits to help them with their child-care arrangements. In addition, about 61 percent of establishments had the kinds of policies on flexible work schedules or leave that could help employees handle child-care arrangements even though these policies may not have been designed with that purpose in mind. About 2 percent of establishments provided day-care facilities, one-third of which were day-care facilities. Large firms and government agencies were more likely to provide these types of benefits than small businesses. Some establishments made other types of arrangements such as flexible time, flexible leave, part-time work, and job sharing. (KC)

Dodds, Agnes; And Others
Influences of Academic and Teaching Experience on TAFE Teachers' Educational Studies.
TAFE National Centre for Research and Development, Payneham (Australia).
PUB DATE- 87
NOTE- 35p.
AVAILABLE FROM- Nelson Wadsworth, P.O. Box 4725, Melbourne, Victoria 3001, Australia.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Classroom Techniques; Foreign Countries; *Prior Learning; *Relevance (Education); *Teacher Attitudes; *Teacher Education; *Teaching Experience; *Vocational Education Teachers
IDENTIFIERS- Australia

A Australian study examined the effect of prior educational, professional, and teaching experiences on technical and further education teachers' approaches to their formal studies for educational diplomas. Thirty teachers (24 males and 6 females) enrolled in diploma courses in education completed the survey instrument; 15 were graduates of degree courses in their teaching subject, and 15 were teachers who had completed vocational diplomas and other nondegree qualifications in their subject areas. Eighteen of the respondents were given follow-up interviews. The teachers whose previous studies had been in technical and vocational areas did not find their prior experience nearly as helpful as the teachers with university and college degrees. Student-related problems were generally perceived as being more serious than teaching practice and self-related problems. The wide range of teaching problems mentioned during the interviews suggests that a problem-based approach would be useful in training teachers in classroom management techniques. It was found that, as students, the teachers need to acquire some diagnostic and management skills for their own academic work and some strategies for remedial work with students. (Nine figures are provided; appendixes include the survey instrument and list of 24 teaching problems covered in the follow-up interviews.) (MN)

and Opportunities" (Swader, Pavelis). (KC)

ED 295 044 CE 050 269

Schaub, James; And Others
The U.S. Soybean Industry. Agricultural Economic Report Number 588.
Economic Research Service (DOA), Washington, D.C.
PUB DATE- May 88
NOTE- 58p.
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTORS- *Agricultural Production; *Agricultural Trends; Comparative Analysis; *Exports; *Federal Aid; *Field Crops; Foreign Countries
IDENTIFIERS- Price; Price Supports; *Soybeans

This report describes the U.S. soybean industry from producers to consumers and provides a single source of economic and statistical information on soybeans. Highlights are as follows: U.S. soybean production has increased sevenfold since 1950, making soybeans the second highest valued crop after corn. Soybean production has risen in response to increasing world demand for soybeans and their derivative products, oil and meal. The U.S. share of the world export market has ranged from 65 to 80 percent during the 1980s. Soybean oil accounts for 75 percent of the fats and oils used in edible oil products. Soybean meal is the major high-protein feed for livestock in the United States. U.S. farmers have increased their soybean plantings from 15.6 million acres in 1950 to 60.4 million acres in 1986. Production increased from 299.2 million to nearly 2 billion bushels, with the average yield per acre increasing from 21.6 to 33.3 bushels. About 55 percent of the U.S soybean crop is crushed domestically, with most of the rest exported as beans. Soybean prices increased moderately through the 1960s and then jumped sharply in the 1970s, reflecting crop failures abroad and increasing world demand for protein feeds. Since the 1970s, soybean prices have fluctuated widely. Government price supports have been available for soybeans every year since 1941 except for 1975, with the season average price exceeding the price support level for most years. The United States remains the world's leading producer and exporter of soybeans; however, its

to the questions. A bibliography completes the guide. (KC)

ED 295 058 CE 050 357

de Tagle, Jorge Perez
Proposal for a National Program on Accelerated Literacy.
PUB DATE- 9 May 88
NOTE- 8p.; Paper presented at a meeting of the International Society for Intercultural Training and Research (Denver, CO, May 9, 1988). Best copy available.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Acceleration (Education); *Adult Basic Education; *Adult Literacy; Functional Literacy; *Literacy Education; Models; Multicultural Education; Multimedia Instruction; *National Programs; Nontraditional Education; Pilot Projects
IDENTIFIERS- *Integrative Learning

Integrative learning is an application of the theory of multiple intelligence to teaching strategies and learning environments. Teachers in various parts of the country who have used integrative learning principles in their classrooms have noted dramatic gains in students' test scores and significant reductions in the amount of time required for learning. Integrative learning is reaching out to and succeeding with disadvantaged populations where traditional teaching has not succeeded, and has been seen as a means of drastically reducing the time needed for learning certain skills. The National Academy of Sciences has recommended accelerated learning as one of three approaches promising a breakthrough in learning development. The next step is to create a national program of accelerated literacy based on the principles of integrative learning. The cornerstone of the project should be efforts to reach out and succeed in teaching literacy in societies and cultures where traditional teaching has failed. Under the new program, everyone involved in the literacy movement from policymakers to trainers must be made to realize that there are at least four other types of intelligence besides those traditionally held in the Western view. These are the kinesthetic-body, interpersonal, intrapersonal, and musical forms of intelligence. Appropriate approaches for tapping these intelligences (including the use of animation and folklore) must be incorporated into the new literacy program. (MN)

ED 295 072 CG 020 812

Warren, Constancia
Improving Student's Access to Health Care: School-Based Health Clinics. A Briefing Paper for Policymakers.
Center for Public Advocacy Research, New York, NY.
SPONS. AGENCY- Ford Foundation, New York, N.Y.; New York Community Trust, N.Y.
PUB DATE- Oct 87
NOTE- 86p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Clinics; *Elementary Schools; Elementary Secondary Education; *Health Facilities; *Health Needs; School Activities; *Secondary Schools; *State Programs
IDENTIFIERS- New York; *School Based Health Clinics

This document discusses school-based health clinics and the valuable role they can play in meeting the health care needs of children. The barriers that prevent thousands of New York State's children from getting adequate preventive and primary care are discussed. The first chapter details key components of the basic comprehensive school-based health clinic model: location, target population, staffing, range of services, administrative structure, provider relationship, and community relationship. The second chapter describes circumstances that converge to limit children's access to adequate primary and preventive health care in New York State. The third chapter discusses New York State's experience with school-based health clinics, describing first those health services mandated under state education law. The fourth chapter recommends that New York State expand its school-based clinic initiative, beginning by establishing a state-level planning process that would include representation from government and from providers and advocates concerned with school health issues. The fifth and final chapter sets forth a strategy for funding school-based health clinics, recommending that the legislature commit funds for creating clinics in the state's highest-risk schools. (ABL)

ED 295 073 CG 020 813

Goodson, Wm. Dale
Career Workshops: A Tool for the Career Development of College Students.
PUB DATE- 21 Mar 88
NOTE- 8p.; Paper presented at the Annual Convention of the American Association for Counseling and Development (Chicago, IL, March 20-23, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Career Choice; Career Counseling; *Career Development; *College Programs; College Students; *Decision Making; Higher Education; *Majors (Students); Student Development; *Workshops

This paper describes the career development workshops offered to students at Brigham Young University in Provo, Utah and how the workshops have been structured and used as a tool to facilitate the career development of the students. It explains how the content of the workshops was guided by student-expressed career development needs and an adaptation of the seven career development stages of: (1) Fantasy (reasons for career development); (2) Awareness (career development concepts, stages, and decision making process); (3) Exploration (self-awareness, educational and occupational opportunities); (4) Narrowing Down (a refined knowledge of self and career alternatives); (5) Choice (reality feedback); (6) Implementation (implementation process and goal revision); and (7) Maintenance (personal and professional growth process). Four career development workshops and their content are presented. Workshops described are the Career Decision Making Workshop, the Factors Affecting Career Choice Workshop, the Choosing a Major Workshop, and the Choosing an Occupation Workshop. The paper concludes with a discussion of student responses to the workshops. (NB)

ED 295 088 CG 020 828

Ozorak, Elizabeth Weiss
The Reinforcements of Religiousness in Adolescence.
SPONS. AGENCY- Harvard Univ., Cambridge, Mass. Dept. of Psychology and Social Relations.
PUB DATE- Aug 87
NOTE- 14p.; Paper presented at the Annual Convention of the American Psychological Association (95th, New York, NY, August 28-September

ED 295 102 CG 020 842

Maquin, Eugene; And Others
Conventionalization among Dating Couples.
PUB DATE- Aug 87
NOTE- 14p.; Paper presented at Annual Convention of the American Psychological Association (95th, New York, NY, August 28-September 1, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Dating (Social); Higher Education; *Interpersonal Relationship; *Social Desirability; Undergraduate Students; *Violence
IDENTIFIERS- *Coercion Theory; *Conventionalization

Conventionalization in partners in a marital relationship refers to one partner's tendency to ascribe to his or her spouse, and to the relationship, socially acceptable qualities and to minimize undesirable qualities. Questionnaire research on physical violence in both marital and dating couples has not yet included measures of conventionalization to control for social desirability. This study was conducted to examine the relationship between coercion and conventionalization in dating couples. Undergraduate students (N=488) completed a measure of coercion, defined as verbal and/or physical behaviors to compel compliance, and a conventionalization measure concerning their current or most recent dating relationship. The results indicated that increased conventionalization was associated with increased depth of involvement, increased duration of the relationship, decreased levels of coercion, and an ongoing versus past relationship. (Author/NB)

ED 295 103 CG 020 843

Mori, DeAnna L.; Morey, Leslie
The Vulnerability of Female Body Image to Weight Related Feedback.
PUB DATE- 29 Aug 87
NOTE- 10p.; Paper presented at Annual Convention of the American Psychological Association (95th, New York, NY, August 28-September

Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Evaluation Criteria; *Evaluation Needs; Health Services; *High Risk Persons; *Hospitals; Intervention; Outcomes of Treatment; Planning; Predictive Validity; *Predictor Variables; Test Validity
IDENTIFIERS- *Discharge Planning

Extended hospital stay after medical treatment has been completed represents a major problem in health care. Space misuse can occur late in the hospitalization, often because planning is not initiated until discharge is imminent. This study sought to determine if variables assessed soon after hospital admission could be used to screen patients at risk for readmission, placement, or long hospital stay. Variables reported in the literature were used to screen patients (N=532) 2 days after admission for risk of negative outcome. Risk factors that significantly related to readmission, placement, or lengthy hospital stay included two or more chronic medical conditions, living alone or being admitted from a nursing home, dependent ambulation, poor mental status, psychiatric comorbidity, prior admission within the past 2 months, age over 75, and no source of income. Using these criteria, an index was developed to determine risk for placement, readmission, or lengthy stay. The high risk index could optimally identify poor outcome in 95% of the 532 cases screened. Use of cumulative risk scores can result in accurate prediction of outcome and may be useful in targeting patients for intervention. Since the index was developed at a veteran's medical center, performance of the index should be determined based on where it is to be used. (Author/ABL)

ED 295 117 CG 020 872

Straus, Murray A.; Williams, Kirk R.
Homicide Victimization and Offense Rates by Age, Gender, Race, Relation of Victim to Offender, Weapon Used, and Circumstances, for the United States, 1976-79 and 1980-84.
New Hampshire Univ., Durham. Family Research Lab.
PUB DATE- Feb 88
NOTE- 17p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Age Differences; *Crime; *Data Collection; *Incidence; Racial Differences; Sex Differences; Victims of Crime

Lyons, Carol A.
The Effect of Instruction on the Oral Reading Behaviors of Children Classified as Learning Disabled.
PUB DATE- Apr 88
NOTE- 21p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Beginning Reading; Comparative Analysis; Grade 1; High Risk Students; Holistic Approach; *Learning Disabilities; *Oral Reading; Primary Education; Reading Instruction; *Reading Programs; Reading Research; Reading Strategies; *Remedial Reading
IDENTIFIERS- Reading Behavior; *Reading Recovery Programs

To compare the effect of remedial reading instruction over time on reading error patterns of at risk readers further classified as "learning disabled" (LD) with non-LD failing readers, a study examined 60 randomly selected children from a population of low achieving first graders in urban, suburban, and rural elementary schools throughout Ohio. Thirty at-risk readers were randomly selected from a total population of 110 least able children who were further classified as LD by local teams of reading professionals. Both LD and non-LD students participated in the Reading Recovery program, which employs holistic reading and writing tasks to help children develop effective reading strategies. Data was collected from oral reading records (running records) from entry to exit during the 1986-1987 Reading Recovery program for each subject. Results indicated that the nature of beginning reading instruction appears to influence reading behaviors of the LD readers. Both LD and non-LD groups became more alike as they progressed through the Reading Recovery program, and no significant differences existed between the oral reading error patterns of the two groups at the time of exit. (Three tables of data are included, and 17 references are appended.) (MM)

ED 295 132   CS 009 166

Hyslop, Nancy B.; Tone, Bruce
Listening: Are We Teaching It, and If So, How? ERIC Digest.
ERIC Clearinghouse on Reading and Communication Skills, Bloomington,

PUB TYPE- Reports - Research/Technical (143) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Administrator Attitudes; *Beginning Reading; Grade 1; Listening Skills; Primary Education; *Reading Achievement; Reading Research; *Reading Skills; Speech Skills; Surveys; Teacher Attitudes; Writing Skills
IDENTIFIERS- Metropolitan Achievement Tests; New York City Board of Education

To compare the progress of New York City children with those of other first graders across the country, as well as to establish baseline data for evaluations of early childhood programs and provide direction for second-grade reading instruction, a pilot study examined approximately 5,000 randomly selected first-grade students from monolingual general education classes in New York City public schools. In the spring of 1986, students were given the reading subtests of the Metropolitan Achievement Test (MAT) Primary 1 level. The study also included a teacher "checklist" evaluation of students' performance on 30 communication arts skills. Teachers and administrators were asked to complete a questionnaire on their opinions about the MAT, the "checklist" and their general views on assessing first graders. Results revealed wide variation in reading test scores among first graders, children who participated in early childhood education programs performed significantly better on the standardized tests than children with no school experiences before first grade. Nearly 37% of the sample was reading at or above grade level. Checklist results showed that over two-thirds of the children could perform basic reading skills, though fewer than half could routinely perform more complex reading skills. Survey results indicated that teachers and administrators felt that the checklist was not comprehensive enough to be the only measure of reading performance. (One figure and 20 tables of data are included, and appendixes consist of student surveys for monolingual and bilingual classes, teacher's guide to completing the student survey, administrator survey, and teacher survey.) (MM)

ED 295 146 CS 211 223

Dickson, Thomas V.
The Role of the Cuban Press in International Political Communication: "Granma Weekly Review" and Castro's U.S. Policy.
PUB DATE- Jul 88
NOTE- 60p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (71st, Portland,

Smith, Elizabeth T.; Selfe, Cynthia L.
Alienation and Adaptation: Integrating Technology and the Humanities.
PUB DATE- Mar 88
NOTE- 14p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (39th, St. Louis, MO, March 17-19, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Alienation; Attitude Measures; Computer Assisted Instruction; *Computer Literacy; *Computers; English Instruction; Higher Education; Humanities; Technological Advancement; Word Processing
IDENTIFIERS- Computer Resources; *Computer Users; Jargon; Language Barriers; *Technostress

Although most segments of the American workforce now recognize that computers can reduce the drudgery of repetitive tasks and lighten the burden of information exchange, storage, and retrieval, some people, especially many humanists, social scientists, and other non-technically oriented professionals, remain hesitant to step into the computer age. Computer use is often avoided because the unfamiliar and unpleasant terminology is intimidating to many people, and because the way that language is used to compare people and computers alienates them. A 1982 survey of the English Department at Michigan Technological University showed minimal computer usage. Five years later, however, another survey indicated much more usage, an increase in positive attitudes about computers, and a decrease in negative attitudes. These changes, reflected throughout the nation, can be attributed to many factors, including increased exposure and access to computers, the deliberate lessening of linguistic barriers, changes in cultural attitudes, and the intense integration of computers into the field of technical writing. (Seventeen references are appended.) (MS)

ED 295 160 CS 211 251

Mack, Tom
Teaching Research: Retracing the Travels of William Bartram.
PUB DATE- 88
NOTE- 5p.

ED 295 173 CS 211 266

Turk, Judy VanSlyke; And Others
Hispanic Americans in the News: A Minority Group Comes of Age in Two Southwestern Cities.

PUB DATE- Jul 88
NOTE- 34p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (71st, Portland, OR, July 2-5, 1988). Project supported by a grant to the New Mexico Human Rights Commission from the Adolph Coors Company.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cultural Context; *Ethnic Bias; *Hispanic Americans; Mass Media Effects; Mass Media Role; Media Research; *Newspapers; News Reporting
IDENTIFIERS- *Media Coverage; New Mexico (Albuquerque); Texas (San Antonio)

Investigating complaints that newspaper reports about Hispanic Americans or Hispanic issues are biased, a study examined the daily newspaper coverage of Hispanics and Hispanic issues by the "Albuquerque Journal" (New Mexico) and the "San Antonio Express" (Texas). Three constructed-year samples, for 1982, 1984, and 1986, were selected for analysis, and 27 issues of each newspaper were examined. All wire stories were excluded, as were sports stories, stories in the entertainment or women's sections, and advertisements. Findings revealed that Hispanics and Hispanic issues are, at least in two Southwestern cities, present in the newspaper in proportion to their presence in the population. Albuquerque's population is approximately 33% Hispanic, and the "Journal" devoted 49.6% of its news space to Hispanic coverage. San Antonio's population is approximately 41% Hispanic, and 43.8% of the local stories and photos that appeared in the "Express" were Hispanic. Hispanic stories and photos in the "Journal" and "Express" are generally longer, get bigger headlines and more prominent placement in the newspaper, and focus less on "bad news" than coverage of interest to Anglos. However, findings revealed that Hispanic news coverage tends to focus on Hispanics as "problem people." One-quarter of the Hispanic stories dealt with judicial, crime, or accident/disaster problems, compared to only 16.7% of the non-Hispanic (Anglo) coverage. In addition, 21.5% of Hispanic stories, compared with 12.8% of Anglo stories, were news reports of judicial or criminal activities. (Twenty-five footnotes, ten tables of data, and two charts are appended.) (ARH)

ED 295 188 CS 211 282

Blankenburg, William B.
Newspaper Scale and Newspaper Expenditures.
PUB DATE- 5 Jul 88
NOTE- 11p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (71st, Portland, OR, July 2-5, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Editorials; *Expenditures; Income; Journalism; *Newspapers; News Reporting
IDENTIFIERS- Journalism Research; Newspaper Circulation

Employing data from the 1986 Inland Daily Newspaper Association Cost and Revenue study effects of scale on the costs of various factors in newspaper production were examined. Despite several limitations of the Inland Survey, the following tentative conclusions were reached: total expenses rise faster than circulation, and total revenues rise faster still. Big newspapers make (and spend) proportionally more money than smaller newspapers. As newspapers grow in circulation, they also grow in bulk. Findings show that if news-editorial quality can be operationalized as expenditures, then it is better to have a single large daily than two half its size. This seems to dispel the notion that quality is enhanced by competition. However, an adequate operationalization of "quality" as money spent on newspaper departments is lacking in the data. For all their value in demonstrating the consequences of scale, the Inland data do not present the market antecedents necessary for an adequate test of the "quality" assumption. (Eight footnotes and four tables of data are included.) (ARH)

ED 295 189 CS 211 283

McClish, Glen
Controversy in the Composition Classroom: Debate as a Mode of Pre-Writing.
PUB DATE- Mar 88
NOTE- 13p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (39th, St. Louis, MO, March 17-19, 1988).

ED 295 202 CS 211 298

Tetzlaff, David
I Can See the Apocalypse Now: News, Politics and Postmodern Culture.
PUB DATE- Jul 88
NOTE- 68p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (71st, Portland, OR, July 2-5, 1988).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Cultural Influences; Culture Conflict; *Journalism; *Modernization; *News Media; *Politics; Popular Culture; Public Opinion; *Television; Theory Practice Relationship
IDENTIFIERS- News Bias; *Postmodernism; Public Interest; *Sociology of Knowledge; Television News

Journalistic practice in the United States has gone through a number of changes in recent history, much of it because of television. The significance of these changes might be better understood with a theory on the social function of news and its relationship to the postmodern culture. News is considered in some way as the ground material of social and political action and provides its consumers with the information they need to act as social and political subjects. To determine the social role of the news it may be necessary to understand that instead of news being taken over by postmodernity, news is fundamentally a part of the cultural dynamics that produce postmodernity. News has subsumed pragmatic social concerns within the propagation of irrelevant spectacle. If this proposition has merit, then it is necessary to reformulate thinking about the news, and concepts developed from postmodern theory ought to have a prominent place on that intellectual agenda. The problem is that the media culture continues to become more fragmented, more superficial, more seductively spectacular, and more ubiquitous all the time. If the material order that perpetuates this is to be opposed, then those who offer more democratic alternatives need to communicate, to generate discourses of meaning that are real and vital enough to a significantly large group of people so that they become motivated to break the usual patterns and act for change. (Seven notes are included, and 21 references are appended.) (RS)

Effects of Chartoons and Three-Dimensional Graphs on Interest and Information Gain.
PUB DATE - Jul 88
NOTE- 30p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (71st, Portland, OR, July 2-5, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Comprehension; *Graphic Arts; *Graphs; Mass Media; Media Research; Nonprint Media
IDENTIFIERS- *Chartoons; USA Today

A study investigated the effects of chartoons--cartoon-like informational graphics--and three-dimensional graphs on the attractiveness of graphs and on the information gain from graphs. Subjects, 86 students from a mass communication course at the University of Texas, were randomly assigned to two experimental groups, each of which was shown a set of six graphs. The sets were counterbalanced so that if one group saw a particular graph in the chartoon version, the other group saw it in the plain version. Likewise, if one group saw a particular graph in the three-dimensional version, the other group saw it in the plain version. Subjects rated each graph on five semantic differential-type scales indicating interest and appeal of the graph, and answered 18 multiple choice questions based on information presented in the graphs. Results showed that both chartoons and three-dimensional graphs were found to be more appealing than plain graphs. This finding held up more strongly for chartoons than for three-dimensional graphs, with only two of the three-dimensional graphs rated as more appealing than their counterparts. Findings also indicated that chartoons and three-dimensional graphs led to an equal amount of information retention as plain graphs. Finally, findings did not indicate a positive correlation between readership of "USA Today" and information gain. (Five tables, 12 figures, and 13 notes are attached.) (ARH)

ED 295 217 CS 211 320

Cassara, Catherine
Eyewitness to Missing Moments: The Foreign Reporting of Josephine Herbst.

ED 295 230 CS 506 166

Aiex, Nola Kortner
"The South American Way": Hollywood Looks at Latins and at Latin America.
PUB DATE- Oct 86
NOTE- 13p.; Paper presented at the Annual Meeting of the Midwest Popular Culture Association (Kalamazoo, MI, October 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Cultural Context; *Ethnic Stereotypes; Film Criticism; Film Industry; *Films; *Latin American Culture; *Latin Americans; Music; *Popular Culture
IDENTIFIERS- Historical Background; *Latin America; Latinos; *Musicals; South America

Latin elements or themes made for the North American market have been used in American films, but at the same time these films have been playing in a Latin American market, making it useful to examine how Latin America has been portrayed in these films. The taste for exotic locales and themes is an element that has been present since the beginnings of the American musical theater. Specific Latin influences came around the end of the nineteenth century with the advent of several historically important events that served to deepen the United States' ties to its southern neighbors: (1) the War with Mexico (1836) for the independence of Texas; (2) the Spanish-American War of 1898 when Americans fought in Cuba, receiving Puerto Rico as part of the peace treaty; and (3) the digging of the Panama Canal which the United States took over from France in 1907. A host of films have portrayed Latin Americans with familiar stereotypes, such as the hissing villain, the gigolo, the "Mexican Spitfire," and the "lazy, shiftless Latin." Although non-musicals were made, the primary genre of films dealing with Latin American was romantic musicals that used popular Latin music. (Seventeen notes are included.) (MS)

ED 295 231 CS 506 168

Patterson, Margaret Jones
Designing a Master's Program in Corporate Communication at an Urban University: A Case Study.
PUB DATE- Jul 88
NOTE- 19p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (71st, Portland, OR, July 2-5, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Case Studies; College Faculty; Higher Education; *Masters Programs; *Organizational Communication; *Program Design; Program Improvement; Public Relations; School Business Relationship; Student Recruitment; Surveys; *Urban Universities
IDENTIFIERS- Business Careers; *Duquesne University PA

To assess how an urban university can take advantage of its setting to design a master's program in corporate communication, a 1987 study of the master's program in corporate communication at Duquesne University of Pittsburgh was conducted. Data were obtained through a survey of 590 local communication professionals, of whom 270 responded (a return rate of 46%) plus a survey of nearly 60 current graduate students and alumni conducted the previous year. The (2) faculty utilization; (3) improvement of ethical and professional standards; and (4) student recruitment. For professional needs at the national level, results revealed that most organizations required public relations departments to manage internal and external communication, indicating the need for courses in organizational and corporate communication skills. Locally, respondents reported that writing skills were the most important for the communication professional, in addition to communication skills. In the area of faculty utilization, results showed that the interdisciplinary design of Duquesne's program relied heavily on adjunct faculty (communication executives with local corporations and agencies). Although the university faculty was small, the adjunct faculty compensated by providing first-hand knowledge of the field and creating job networking possibilities. Concerning the improvement of ethical and professional standards, it was thought that the program should provide a flexible curriculum supported by individualized advising. Finally, the study indicated that despite minimal student recruitment, the program attracted many students through word of mouth and information in the graduate catalogue. (Five tables of data are included, and one page of footnotes and 38 references are attached.) (MM)

example, networks sometimes devoted as much as two-fifths of their coverage to Catholics and Catholicism. Also, the networks provided more information about conflict and discrete events than about religion itself. Finally, there was little evidence of improved or changed coverage of religion in television news over time. (Ten references and eight tables of data are included.) (ARH)

ED 295 258 CS 506 203

Botan, Carl H.; Hunt, Todd

Do Female Students Approach the Study of Public Relations with Different Perceptions of Skills from Those of Male Students?

PUB DATE- Jul 88

NOTE- 25p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (71st, Portland, OR, July 2-5, 1988).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)

DESCRIPTORS- *Females; Higher Education; *Public Relations; *Self Concept; *Self Evaluation (Individuals); *Sex Differences

IDENTIFIERS- Competency Based Evaluation

A study investigated whether females differ from males in their self-perception of competence before and after public relations training, and whether females approaching the study of public relations conceptualize the field differently from males. Subjects, 40 undergraduate public relations students, (22 females and 18 males), who were enrolled in consecutive terms of a public relations skills course, were administered a public relations skills self-evaluation test both at the onset of the course and at the close of the course. Subjects marked on a five-point scale whether they considered themselves to be "not very skilled" or "very skilled" in each of 14 areas of expertise pinpointed by researchers to be common public relations skills. Exit interviews were also used to determine student attitudes about their experience in the course. Results showed that, before classroom training, males' self-perception of their competence in common public relations skills was significantly higher than that of females. After training, however, there was no longer a significant difference between male and female self-perceptions of competence. In addition, there were important differences in how males and females conceptualize common public relations skills as indicated

ED 295 271 CS 506 225

Anderson, Daniel R.; Collins, Patricia A.
The Impact on Children's Education: Television's Influence on Cognitive Development. Working Paper No. 2.
Massachusetts Univ., Amherst. Dept. of Psychology.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- OR-88-507
PUB DATE- Apr 88
NOTE- 98p.
CONTRACT- 400-86-0055
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; Attention Span; *Cognitive Development; Cognitive Processes; Creativity; Elementary Secondary Education; Imagination; *Mass Media Effects; *Mass Media Role; Parent Influence; Popular Culture; Preschool Children; Programing (Broadcast); Reading Achievement; Research Methodology; *Television Research; *Television Viewing
IDENTIFIERS- Cognitive Research; Critical Viewing

It is widely believed that television viewing has a negative impact on school achievement. This belief is supported by negative statistical associations sometimes found between school achievement and amount of television viewing; that is, heavy TV viewers tend to show poorer achievement than light viewers. One possible explanation of this association is that television viewing has a detrimental effect on cognitive development. This research review extensively examines this possibility. The research literature examined included work on: (1) the cognitive nature of children's television viewing, including viewing behavior, attention, comprehension, and arousal; (2) the effects of television viewing, including displaced activities, general knowledge, attentional processes, task perseverance and impulsivity, creativity and imagination, and reading; (3) modifiers of these effects, particularly coviewing by parents, and critical viewing skills programs; and (4) the relationship of these effects to schooling. The review concluded that analysis provided little support for most of the common beliefs about the negative influence of television on children. However, the conclusion that television had no major effects was difficult to support, since the review also reported that little research has been conducted on several major issues, including the influence of entertainment television on children's academically relevant knowledge. Also, reported was that some of the existing research could be challenged on methodological

Council for Cultural Cooperation, Strasbourg (France).
REPORT NO.- DECS/EGT-(87)-3
PUB DATE- 20 Sep 87
NOTE- 49p.; Paper presented at the Symposium, "The Implementation of Innovation in Primary Education at the Local Level" (Stockholm, Sweden, April 27-30, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Educational Assessment; Educational Cooperation; *Educational Innovation; Elementary Education; *Foreign Countries; *Government School Relationship; Middle Schools; *Primary Education; *Program Implementation; Site Analysis
IDENTIFIERS- *Sweden (Stockholm)

This document comprises the proceedings of a 1987 symposium in Stockholm, Sweden, sponsored by the Council for Cultural Cooperation (CDCC) of the Council for Europe on the implementation of innovation in primary education at the local level. Aims of the symposium were to investigate means for coordinating initiatives in innovation at the national, regional, and local levels, and to examine how innovation at the local level could be stimulated by central initiatives. The first section summarizes opening addresses by Professor Sixten Marklund (University of Stockholm) and Mr. Erland Ringborg, director-general of Sweden's National Board of Education. Subsequent proceedings summarize discussions of the development strategy for primary-level innovation in Sweden, including (1) regional measures and cooperation between the National Board of Education and the County Education Committees; (2) development at local school and municipal level; (3) evaluation of the junior school project; (4) innovation at the local level within a decentralised and centralised system; (5) partnership between preprimary school education and schools; and (6) language learning at primary school. The next section documents visits by the delegates to schools in the Stockholm area to discuss with teachers their participation in the primary school development program. The visits undertaken by six separate working groups are summarized, along with evaluation of findings. The final section summarizes recent developments in school-based innovation in Sweden, along with concluding remarks by Mr. Bengt Goransson, minister for cultural affairs and comprehensive schools. Appended is the conference program and a list of participants. (TE)

evaluation. (MLH)

ED 295 298 EA 020 032

Budde, Ray

Education by Charter: Restructuring School Districts. Key to Long-Term Continuing Improvement in American Education.

Regional Laboratory for Educational Improvement of the Northeast & Islands, Andover, MA.

PUB DATE- 88

NOTE- 126p.

AVAILABLE FROM- Publication Sales, Regional Laboratory for Educational Improvement of the Northeast and Islands, 290 South Main Street, Andover, MA 01810 ($12.00 plus $2.50 postage and handling).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Administrative Principles; Administrator Role; Educational Change; Educational Planning; Elementary Secondary Education; *Organizational Change; *Organizational Development; *School District Reorganization; Superintendents

This booklet proposes a 10-year plan for restructuring local school districts entitled "Education by Charter." An introductory section cites current demands for educational reform and cites proposed remedies in order to suggest that nothing short of fundamental change in the internal organization of the school district will sustain and incorporate these needed reforms. The next section addresses the challenge of reorganizing the school district by analyzing the long-term evolution of the school district, the structural elements of the present organization, pressures on the present organization, and goals and tools for reorganization. The main section, "Education by Charter: Restructuring School Districts," sets forth a hypothetical scenario, "Hometown Public Schools," to illustrate the process of reorganizing a school district over the next 10 years. Ten "Events" are portrayed to dramatize this process. Of these, the fourth event is an extended explanation of the key concept, "Education by Charter." The summary presents 12 goals of reorganization, discusses other strategies for reorganizing a school district, and touches on the costs and on the relationship of school district reorganization to other reforms. Twenty-seven references are included. (TE)

ED 295 311 EA 020 069

DiCicco, James M.
The Effective High School Principal: Lessons from an Experienced Practitioner.
PUB DATE- 86
NOTE- 19p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Research/Technical (143)
DESCRIPTORS- Administrator Qualifications; Administrator Responsibility; *Administrator Role; High Schools; Instructional Leadership; Leadership; *Leadership Qualities; Leadership Responsibility; *Principals; *School Administration

The success of high schools depends on the principals. High school principals should concentrate on their schools, use their assistants efficiently, and inspire school pride. According to previous research, the major elements of effective schools include high expectations for practitioners and students, parent involvement, administrative visibility, a disciplined student body, a secure school environment, and proportionate teacher-to-student ratios. The most commonly recognized managerial responsibilities include planning, organizing, staffing, directing, and controlling. When planning, principals should examine the management pool, assess the available resources, and select a time frame that will promote the progress of the plan. Principals should manage time through restrictions on the length of meetings, through a numbered agenda, and through delegation; principals should motivate and communicate with people efficiently; and principals should demonstrate respect, honesty, and consideration toward their staff and students. The elements of efficient leadership include the ability to identify tasks and the ability to inspire other people to accomplish goals. The required characteristics of high school principals are intelligence, communication abilities, trust in subordinates, a willingness to take risks, and the courage to be candid. Included are 15 references. (RG)

ED 295 312 EA 020 071

Ritschel, Robert E.

essay is followed by five readings by separate authors: (1) "The Williams Report on Education, Training, and Employment: The Decline and Fall of Karmelot," by John Freeland and Rachel Sharp; (2) "Accumulation Crisis: The Problem and Its Setting," by James O'Connor; (3) "A Labor Market Perspective on Transition Programs," by R. Sweet; (4) "Where Do They Go after School: A Critical Analysis of the Education Program for Unemployed Youth," by John Freeland; and (5) "Curriculum Change and the School-Work Interface: A Critical Analysis of Work Experience," by Peter E. Watkins. An annotated bibliography is included.(TE)

ED 295 324 EA 020 086

Rizvi, Fazal
Multiculturalism as an Educational Policy. ESA 842, Policy Development and Analysis.
Deakin Univ., Victoria (Australia).
REPORT NO.- ISBN-0-7300-0118-0
PUB DATE- 85
NOTE- 123p.
AVAILABLE FROM- Publication Sales, Deakin University Press, Deakin University, Geelong, Victoria 3217, Australia ($12.95 Australian; quantity and educational discounts).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Collected Works - General (020)
DESCRIPTORS- *Acculturation; *Cultural Pluralism; Educational History; *Educational Policy; Elementary Secondary Education; Foreign Countries; Government School Relationship; Ideology; Immigrants; *Marxian Analysis; Political Socialization; *Politics of Education; Social Integration; Social Stratification

The monograph that begins this volume analyzes multiculturalism as an educational policy in order to identify the broader values and interests that are served by its promotion. It begins with a historical review of Australia's post-World-War-II immigration policies. In the next two sections, the major elements of the policy of assimilation, a policy widely advocated during the 1950s and the 1960s, are presented and critically analyzed. The sections that follow examine the development of multiculturalism during the 1970s, arguing that both assimilation and multiculturalism represent the state's intervention in the reproduction of social relations to maintain hegemony and class domination. The last components. Fifteen references, five footnotes, two appendices, and a copy of the District Self-Assessment Checklist for Teacher Evaluation are included. (RG)

ED 295 337 EA 020 129

Public Elementary and Secondary Current Expenditures Projected To Grow in 1987-88. Targeted Forecast.
Center for Education Statistics (OERI/ED), Washington, DC.
REPORT NO.- CS-88-632
PUB DATE- Apr 88
NOTE- 4p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- *Educational Finance; Elementary Secondary Education; *Expenditure per Student; Government Publications; Multiple Regression Analysis; *Prediction; Predictor Variables; *Public Schools; *School District Spending; *School Statistics; Statistical Analysis; Tables (Data)

The Center for Education Statistics (CES) forecasts that current expenditures in public elementary and secondary schools will increase 3.5 percent from school year 1986-87 to school year 1987-88. Current expenditures, which increased 22.6 percent from 1981-82 to 1986-87, are projected to increase 16.4 percent from 1986-87 to 1991-92. One table and two figures illustrate the data. Technical notes cover methodology, forecast accuracy, sources of data, and acknowledgments. (MLF)

ED 295 338 EA 020 130

Public Elementary Enrollment Continues To Increase While Public Secondary Enrollment Decreases This Fall. Targeted Forecast.
Center for Education Statistics (OERI/ED), Washington, DC.
REPORT NO.- CS-88-617
PUB DATE- Apr 88
NOTE- 5p.

ED 295 351   EC 202 587

Pease, Pamela S.; Kitchen, Lillian

Meeting the Needs of Rural Special Education in the Information Age: Using TI-IN Network's Interactive Satellite Based Educational Network.

PUB DATE- Mar 87

NOTE- 14p.; In: Linking Programs and Resources for Rural Special Education. Proceedings of the Annual National Conference of the American Council on Rural Special Education; see EC 202 583.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Communication Aids (for Disabled); *Communications Satellites; *Disabilities; Distance Education; Educational Needs; *Gifted; *Information Networks; Inservice Teacher Education; Interactive Video; Mathematics Instruction; Postsecondary Education; Program Evaluation; *Rural Education; Secondary Education; Special Education; Technology; Telecommunications; *Telecourses; Television

IDENTIFIERS- *TI IN Network TX

The TI-IN Network is an interactive, satellite-based educational system offering a technological alternative to face-to-face classroom instruction. Developed through a cooperative venture between private enterprise and public education agencies, the TI-IN Network offers a total systems approach by providing the entire programming and hardware package to the user. Curriculum offerings include inservice training for teachers/staff, high school academic courses, student enrichment programming, and tutorials. An evaluation by the Texas Education Agency showed that there was no significant difference between students' performance in a TI-IN classroom and a face-to-face classroom. Another evaluation project being designed by TI-IN will compare baseline data with subsequent data and will analyze the motivations for use and the expectations accompanying use of this technology. TI-IN Network is involved in two projects targeted for special education high school students: (1) Project Help, which implemented system modifications to allow forms of response other than talkback, such as tactile pads, voice recognition machines, etc.; and (2) The Mathematics Magnet School of the Air, which instructs gifted and talented secondary students on higher order thinking skills. (JDD)

Gittman, Betty
Promoting Effective Transition for Severely Handicapped Youth from School to Work through Training, Intervention, Support and Advocacy. Year 3 and Final Evaluation Report: Project COMPETE, October 1, 1984-September 30, 1987.
Nassau County Board of Cooperative Educational Services, Westbury, N.Y.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- 30 Sep 87
NOTE- 50p.; Data tables and Appendix B contain small/marginally legible print.
GRANT- G008430098
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Adaptive Behavior (of Disabled); Daily Living Skills; *Education Work Relationship; Job Placement; Job Skills; Job Training; Postsecondary Education; Secondary Education; *Severe Disabilities; *Transitional Programs; Vocational Followup; *Vocational Rehabilitation; Young Adults
IDENTIFIERS- New York; Supported Work Programs

The final report describes the objectives and accomplishments of Project COMPETE, a 3-year project in New York State whose purpose was to develop secondary and transitional postsecondary programming for training youth with severe disabilities in skills necessary to achieve a successful transition from school to vocational opportunities in their communities. The project developed programming to meet the future needs of a target population of 290 severely disabled youth (ages 18-21) in vocational, domestic, recreation/leisure, and community functioning. The project also provided education to 36 teachers, 13 paraprofessionals, and parents of 71 transition-age students. A summer pilot program provided training in transition skills to 10 transition-age students, six of whom were provided on-the-job employment training. Job coaches provided on-the-job training, travel training, and follow-up support to an additional 61 students who were placed in competitive employment at the minimum wage. A support and advocacy program involving schools, agencies, employers, and parents was established. The project effected an increase in the number of students placed in employment after graduation/aging out, and an increase in the number of students who received follow-up support and intervention while on the job. (Twenty-eight data tables are included, and appendices provide a job coach training outline, job analysis, assessment and job/student match instruments, and a list of dissemination activities.) (Author/JW)

PUB DATE- Jul 87
NOTE- 23p.; For a related document, see CE 048 009.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Adult Basic Education; Books; *Childrens Literature; *Literacy Education; *Oral Reading; *Parent Education; *Reading Aloud to Others
IDENTIFIERS- 310 Project

This booklet is intended to provide adult basic education students with some tips on reading to their children. The booklet emphasizes that it is important for parents to read to their children (regardless of how well they read themselves). The benefits that parents and children derive when parents read to children are discussed. Tips on finding time for reading aloud, selecting appropriate books, and obtaining children's books are also provided. Suggestions for parents who are not very good readers are discussed in a separate section (including finding picture books with no words, using beginner books or easy readers, making up stories based on a book's pictures, finding tapes or records of children's books, asking a friend or tutor to tape a few children's books and then practicing reading the books, and getting a tutor or joining an adult reading class). A list of do's and don'ts for getting and keeping children interested in reading concludes the booklet. (MN)

ED 294 987 CE 048 449

Stanage, Sherman M.
Adult Education as Empowerment: A Phenomenology of the Process of Empowering Adult Learners.
PUB DATE- Oct 87
NOTE- 7p.; Paper presented at the Annual Meeting of the American Association for Adult and Continuing Education (Washington, DC, October 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adult Education; *Adult Learning; Adult Students; *Educational Objectives; *Individual Power; *Phenomenology; *Research Needs

Business Relationship; Secondary Education; *Work Experience Programs

This guide identifies the key steps that any work/education partnership program should take to achieve success and patterns of critical issues that such collaborations must address if they are to survive. It is rooted in the experiences of "The Partnership Projects," a network of 21 work/education partnership programs in cities around the country. The guide investigates the effects of local politics and organizational turf on a partnership, communication between individuals from different professional worlds, and how turnover of staff can affect a partnership. An indepth look is taken at the realities of mobilizing community leaders and of sustaining those leaders' active involvement over time. The following key issues in nurturing a partnership project are explored: brokering, forming two groups of the right players, building commitment through ownership, planning a partnership, and preserving the partnership. A summary discusses seven lessons learned from the projects. A bibliography of 55 items concludes the document. (YLB)

ED 295 002 CE 050 184

Lefkowitz, Bernard; And Others
Working Partnerships Casebook.
Brandeis Univ., Waltham, MA. Center for Human Resources.
SPONS. AGENCY- Edna McConnell Clark Foundation, New York, N.Y.; Employment and Training Administration (DOL), Washington, D.C.
PUB DATE- 87
NOTE- 25p.; For a related guide, see CE 050 183.
GRANT- 99-7-1879-72-331-02
AVAILABLE FROM- Center for Human Resources, Heller School, Brandeis University, Waltham, MA 02254-9110 (free).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Agency Cooperation; Career Education; Case Studies; *Cooperative Programs; *Disadvantaged; Educational Cooperation; Education Work Relationship; Program Development; *Program Implementation; *School Business Relationship; *Work Experience Programs

This set of three case studies (fictional composites) is intended for use in training sessions with individuals who wish to start or

People with Disabilities in Our Nation's Job Training Partnership Act Programs. Program Year 1986.

National Association of Private Industry Councils, Washington, DC.; President's Committee on Employment of the Handicapped, Washington, D.C.

PUB DATE- 87
NOTE- 48p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Basic Education; *Disabilities; Disadvantaged Youth; *Employment Programs; Enrollment; *Federal Programs; High School Equivalency Programs; *Job Training; Literacy Education; *Participation; Postsecondary Education; Program Effectiveness; Program Evaluation
IDENTIFIERS- *Job Training Partnership Act 1982

This paper contains four charts that describe the participation of people with disabilities in Job Training Partnership Act (JTPA) programs for program year 1986. The first chart displays the state-by-state participation rates for both youth and adults with disabilities in JTPA Title II-A programs. Chart 2 lists the state-by-state participation rates for youth with disabilities in Title II-B (summer) programs. Chart 3 lists the state-by-state participation rates for persons with disabilities in Title III (dislocated worker) programs of JTPA. Chart 4 lists each Service Delivery Area's (SDA's) participation rates for both adults and youth with disabilities in Title II-A programs only. Participation in all Title II-A and II-B programs showed increases; data for Title III and for SDAs only began to be collected last year and trends cannot be analyzed. Review of the data showed a tremendous variation in participation rates from state to state, involvement of groups representing people with disabilities in the policy or management of JTPA influencing participation, and a smaller number of disabled participants in JTPA programs in states with unemployment rates higher than the national average. Recommendations are provided for increasing participation of disabled persons in JTPA programs. (KC)

ED 295 031 CE 050 241

Richards, Wendy
N.O.W. and Then What? Evaluating a TAFE Access Course for Mature Age Women.
TAFE National Centre for Research and Development, Payneham (Australia).
PUB DATE- Sep 87
NOTE- 120p.
AVAILABLE FROM- Nelson Wadsworth, 44-50 Waterloo Road, North Ryde, New South Wales 2113, Australia.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Access to Education; *Adult Students; Basic Skills; Career Awareness; *Career Education; Females; Foreign Countries; Job Skills; Middle Aged Adults; *Self Concept; Skill Development; *Skilled Occupations; *Technical Occupations; *Womens Education
IDENTIFIERS- *Australia (New South Wales)

The New South Wales Technical and Further Education (TAFE) system developed its New Opportunities for Women (NOW) course to provide mature women with greater access to technical occupations by making them aware of educational and employment opportunities related to technical fields. The primary objectives of the course are to help women accomplish the following: develop an understanding of their social, political, and economic position in society; develop skills in communications, mathematics, and scientific and technical processes that are not traditionally part of women's experiences; recognize and apply their own skills and develop self-confidence and an increased capacity to control their own lives; and make progress toward further education, training, and employment within a supportive learning environment. The course has three strands. The work strand explores women's changing role in society, the importance of paid and unpaid work, the labor market, and work force issues. In the technical strand, women are introduced to the technical skills currently used in vocational training and employment (including mathematics, computing, science, and trade and technical skills). The communications strand covers language skills and confidence building. The central issues that arose when the course was taught at Gilmour College include the following: (1) considerable changes in the TAFE system are needed to enable the equitable participation of mature age women; (2) the simultaneous heterogeneity and homogeneity of this group must be taken into account; (3) assessment procedures should be self rather than group referenced; (4) curriculum relevance must consider the employment discrimination faced by women; and (5) methods used to facilitate learning could be used in TAFE generally. (MN)

share of world production has dropped from 74 percent in 1967-69 to 56 percent during 1984-86. (MN)

ED 295 045 CE 050 274

Albright, Leonard; Cobb, R. Brian
Formative Evaluation of a Training Curriculum for Vocational Education and Special Services Personnel.
PUB DATE- 9 Apr 88
NOTE- 54p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 9, 1988).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adult Educators; Adult Learning; Adult Literacy; Curriculum Development; *Disabilities; Formative Evaluation; Inservice Teacher Education; Needs Assessment; Postsecondary Education; Research Methodology; Secondary Education; *Special Education; Student Evaluation; *Teacher Education; *Vocational Education; *Vocational Education Teachers; *Vocational Evaluation
IDENTIFIERS- California State University Long Beach

The vocational education program at California State University at Long Beach received a three-year grant to design and field-test a training curriculum in the area of curriculum-based vocational assessment for secondary school students with handicaps. A series of eight training modules was developed during the first project year (June 1986 to May 1987). The modules dealt with the rationale for curriculum-based vocational assessment, technical concepts in assessment, steps in conducting a curriculum-based vocational assessment, and procedures for evaluating the curriculum-based vocational assessment process. Field testing of the training modules in a variety of preservice and inservice settings began in the last quarter of the first project year; it is slated for completion at the end of the second year (May 1988). The inservice field tests involved 38 vocational education and special services personnel at sites in three states. Preservice field testing involved six universities throughout the country. The following activities are scheduled for the third project year (June 1988 through May 1989): revision of the entire training curriculum based on evaluative data obtained from peserrvice and inservice testing; dissemination of the revised products at six workshops; and

ED 295 059 CE 050 380

FOCUS: A Life Skill and Career Development Program for Teens. Final Program Report, 1986-87.

Camden County Div. of Health, Camden, NJ.

SPONS. AGENCY- New Jersey State Dept. of Education, Trenton. Div. of Vocational Education and Career Preparation.

PUB DATE- 87

NOTE- 10p.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Adolescents; *Career Counseling; *Daily Living Skills; Dropout Prevention; *Early Parenthood; Females; High Risk Persons; *Job Placement; *Nontraditional Occupations; Pregnancy; *Youth Programs

IDENTIFIERS- New Jersey (Camden)

The FOCUS program provided career counseling and job placement assistance to pregnant or parenting teens and young adults as well as young females who are at high risk of an early pregnancy. The goals of the program were to (1) increase economic self-sufficiency among adolescent and young adult women, thereby reducing welfare dependency and breaking the multigenerational cycle caused by teenage pregnancy; (2) facilitate their awareness and exploration of higher-paying jobs that are considered nontraditional for females; and (3) increase their ability to plan and control their lives, thereby increasing the likelihood of their productive career development in the future. Of the 109 adolescents who were identified and recruited into the program, 77 received comprehensive services (including counseling and financial support for child care and transportation) and participated in a series of workshops addressing life skills, career development, and parenting skills. The other 32 participants participated in group counseling and a workshop series focusing on life skills and parenting. Twenty-eight of the participants were placed in vocational training programs (including General Educational Development, high school, or adult basic skills programs), and 25 were placed in on-the-job training programs through various agencies. All clients received ongoing monitoring and supportive services as needed. (MN)

Elmore, Patricia B.; And Others
Using Tests Responsibly in Counseling.
PUB DATE- Mar 88
NOTE- 20p.; Paper presented at the Annual Convention of the American Assocation for Counseling and Development (Chicago, IL, March 20-23, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Counseling Services; *Counselor Role; *Educational Testing; Elementary Secondary Education; Higher Education; *Psychological Testing; School Counseling; School Counselors; Social Discrimination; *Test Bias; *Test Validity
IDENTIFIERS- *Fairness

This document provides a discussion of the scrutiny for bias and unfairness that standardized tests have come under by persons involved in the construction, administration, use, and interpretation of test results. After this discussion six simulation exercises are provided. In these exercises a situation is described involving the use of test scores by a counselor and then questions are asked about possible test bias, fairness, score differences, and counselor action. Eleven standards for educational and psychological testing and bias in measurement taken from the Standards for Test Use in Counseling are given. Five guidelines for responsible test use in counseling discussed include: (1) using the test for the purpose it was intended; (2) avoiding using a single test score to make a decision about an individual; (3) using caution when tests have different norms for different groups of individuals; (4) using caution when a procedure assigns individuals to groups on the basis of test score; and (5) being prepared to investigate test score differences across groups of students. Counselors are advised to use common sense above all. (ABL)

ED 295 074 CG 020 814

Leonard, Patricia Y.; And Others
Mid-Life Women: Research and Implications.
PUB DATE- Nov 87
NOTE- 14p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Mobile, AL, November 11-13,

1, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adolescents; *Beliefs; College Students; Higher Education; High Schools; High School Students; *Parent Influence; *Peer Influence; *Religion; *Student Attitudes

A study conducted in 1986 found that parents were the critical influence on the religious beliefs and commitment of their adolescent sons and daughters, while the adolescent's peers seemed to have no significant effect. In addition, the content of the beliefs did not seem to act as a strong reinforcer. Thirty-two of the 390 subjects who participated in the original study were interviewed in-depth at a later date to explore the content of their beliefs, how they had come to hold them, and what aspects of religious commitment seemed to yield the most personal reward. A content analysis of the interviews revealed that parents exerted more influence on religiousness than did peers because parents appeared to care more and they reinforced religious participation that was similar to their own. Religious beliefs seem to be rewarding when they are informed and consistent, but often this is not the case with adolescents. As a consequence, emotional rewards for religiousness are more pervasive and powerful for adolescents than are rewards related directly to the religious beliefs themselves. (Author/NB)

ED 295 089 CG 020 829

McEwen, J. Thomas; And Others
Employee Drug Testing Policies in Police Departments. Research in Brief.
Department of Justice, Washington, D.C. National Inst. of Justice.
PUB DATE- Oct 86
NOTE- 7p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Collected Works - Serials (022)
DESCRIPTORS- *Drug Use; Ethics; *Legal Problems; *Personnel Policy; *Police; Unions
IDENTIFIERS- *Drug Testing Programs

The development of drug testing policies and the implementation of

1, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Anorexia Nervosa; *Body Image; College Students; *Depression (Psychology); Etiology; *Females; Higher Education; *Personality Traits

A central component of anorexia nervosa is a body image disturbance (BID). BID, as it is experienced in anorexia nervosa, is defined as an inability to recognize how thin one really is and is exhibited by a sense of feeling overweight in spite of severe emaciation. Several researchers have recognized a relationship between depressive personality traits and a negative body image. This study was conducted to investigate whether there exists a predispositional link between feelings of depression and the onset of BID. Female college students (N=110) with different levels of depression were asked to estimate their body size after being given feedback that they either weighed three percent more or less than they actually did. As predicted, females who had personality traits of depression had a body image that was more vulnerable to the external feedback than did their less depressed counterparts. The external feedback in the study was designed to simulate a possible mechanism that underlies the societal messages American females are constantly confronted with about their weight. The results can aid in understanding the etiology of body image disturbance and offer important implications for the treatment and prevention of BID and anorexia nervosa. (Author/NB)

ED 295 104 CG 020 844

Kaufman, Mildred, Comp.
Demystifying Data: Data Use in State and Local Public Health Nutrition Programs--Measuring Achievement of the 1990 Health Promotion/Disease Prevention Objectives for the Nation. Proceedings of the Continuing Education Conference for the Association of State and Territorial Public Health Nutrition Directors and Association of Faculties of Graduate Programs in Public Health Nutrition (Chapel Hill, North Carolina, May 21-24, 1985).
North Carolina Univ., Chapel Hill. School of Public Health.
SPONS. AGENCY- Health Resources and Services Administration (DHHS/PHS), Rockville, MD. Office for Maternal and Child Health Services.

IDENTIFIERS- *Homicide

This document presents 385 different homicide rates for each of two time periods (1976-1979 and 1980-1984) taken from the Comparative Homicide File (CHF) of the Supplemental Homicide Report of the Federal Bureau of Investigation for the United States as a whole. The complete CHF includes these 385 rates, aggregated across separate years in these two periods, for each of the states, major cities, and metropolitan areas. The methods used to calculate the rates are discussed. The summary notes that the CHF constitutes a new data file which includes the previously mentioned 385 rates and 385 counts for each of the 50 states and the District of Columbia, for all cities with a population of 100,000 or more (N=168), and for their respective metropolitan areas (N=125). The document concludes that the data presented can be a valuable resource for research on homicide. Tables and graphs illustrating the data are included. (ABL)

ED 295 118 CG 020 873

Bachman-Prehn, Ronet; And Others

Homicide of Family Members, Acquaintances, and Strangers, and State-To-State Differences in Social Stress, Social Control and Social Norms.

New Hampshire Univ., Durham. Family Research Lab.

PUB DATE- 3 Feb 88

NOTE- 20p.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *Behavior Standards; Crime; Differences; Family Relationship; *Family Violence; Poverty; Regional Characteristics; *Social Behavior; *Social Control; *Social Theories; *Stress Variables

IDENTIFIERS- *Homicide

This study examined three theories which might account for the large differences between states in the incidence of homicide, and particularly the theory that stress causes homicide. The other theories are those which hold that homicide is a function of cultural norms which support violence and of a weak system of social control. The regression analysis also included three control variables: urbanization, percent black, and the percent of families with incomes below the federal poverty level. The regressions were replicated for the overall homicide rate, and for homicides of

IN.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 88
NOTE- 3p.
CONTRACT- R188062001
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Listening; *Listening Comprehension; *Listening Skills; Teaching Methods
IDENTIFIERS- ERIC Digests; Listening Research; Listening Theory

Although listening provides a foundation for all aspects of language and cognitive development and plays a lifelong role in the processes of learning and communication essential to productive participation in life, there is a tendency for teachers not to emphasize listening objectives. Even though no widely accepted model for listening has been developed, several researchers have linked listening skills to reading skills, and processing models for reading contribute to the understanding of listening. The developing discussion of listening has contributed to directions in the classroom. Choate and Rakes (1987), for example, present a structured listening activity not unlike one that would promote reading comprehension. Questioning, usually by the teacher, is the key to most of the instructional strategies in the literature about teaching listening. Although some argue that listening should be taught as a separate mode, the tendency of many teaching methodologies and techniques on listening to draw on theory, objectives, and skills more established in the other language modes seems reasonable. (Nineteen references are attached). (ARH)

ED 295 133 CS 009 167

Langer, Judith A.; And Others
Meaning Construction in School Reading Tasks: A Study of Mexican-American Students.
SPONS. AGENCY- Spencer Foundation, Chicago, Ill.
PUB DATE- Jun 88
NOTE- 121p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires,

OR, July 2-5, 1988).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Research/Technical (143)
DESCRIPTORS- Aggression; Content Analysis; Diplomatic History; Discourse Analysis; Foreign Countries; *Foreign Policy; Government (Administrative Body); Government Role; *International Relations; *Mass Media Effects; News Media; Persuasive Discourse; *Political Attitudes; Propaganda; Public Policy; World Affairs
IDENTIFIERS- *Castro (Fidel); *Cuba; Foreign News; Political Communication; Political Rhetoric; Rhetorical Devices; Rhetorical Strategies; United States

This paper reviews political symbols aimed at the United States found in "Granma Weekly Review" and in Fidel Castro's speeches to see if they have changed in a predicted manner over an 18-year period and whether changes in symbol content of "Granma" and Castro's speeches correspond. The paper first explains the functions of the Cuban media, and then recounts the history and status of U.S.-Cuban relations. Next, the paper examines Castro's attitude toward the United States. The paper then analyzes the 100 most-used symbols referring to the United States in "Granma" and finds similar symbol usage in Castro's speeches during years researchers thought to be periods of closer relations between the United States and Cuba. However, researchers found that the frequency of symbol usage in "Granma" was not similar to that found in Castro's speeches. The paper suggests that the message Castro presents in his speeches is a complex one--the message he is sending to the world community through interviews and other statements is inconsistent with the aggressive language contained in his speeches where symbol usage reflects overt Cuban policy. The paper finds that before 1974, "Granma" and Castro's speeches were similar in their use of aggressive symbols, but since then the use of aggressive symbols in "Granma" has been a better indicator of Cuban policy. Seven tables of data, nine figures of data matrix, and 67 notes are included. (MS)

ED 295 147 CS 211 226

Chan, Joseph Man; Lee, Chin-Chuan
Shifting Journalistic Paradigms: Editorial Stance and Political Transition in Hong Kong.
PUB DATE- Jul 88

LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Content Area Writing; *Freshman Composition; Higher Education; Research Papers (Students); *Student Research; *Travel; *Writing Exercises
IDENTIFIERS- Writing Assignments

The process of travel can be combined with the parallel process of research by developing a writing project assignment that uses the "Travels of William Bartram," an eighteenth-century account of a naturalist's journey through the Carolinas. Students can be asked to select a point on Bartram's original itinerary and retrace his discovery in modern terms, as if he had come upon the same place, thing, or activity today. The success of the project involves being able to pick a Bartram frame of reference and then "travel" that same route in modern terms by using all available research tools. (Two references are appended.) (MS)

ED 295 161 CS 211 252

Fulwiler, Toby
Looking and Listening for My Voice.
PUB DATE- Mar 88
NOTE- 7p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (39th, St. Louis, MO, March 17-19, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Authors; Journal Writing; *Language Styles; *Literary Devices; Rhetorical Invention; Writing (Composition); Writing for Publication; Written Language
IDENTIFIERS- Author Text Relationship; Narrative Text; Text Factors; *Voice (Rhetoric)

Exploring the question of whether or not each writer has one "authentic voice", this document compared the private voice (as found in a personal journal) and the published voice, as well as these voices with those of other authors. Through the process of searching for the authentic voice, the document arrives at 12 conclusions, including the following: (1) the nature of an authentic voice, if it exists, is protean and shifty; (2) most

ED 295 174 CS 211 267

Day, Louis A.; Butler, John M.
Hazelwood School District v. Kuhlmeier: A Constitutional Retreat or Sound Public Policy?
PUB DATE- Jul 88
NOTE- 53p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (71st, Portland, OR, July 2-5, 1988).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Administrator Role; Constitutional Law; Educational Policy; *Freedom of Speech; *Government School Relationship; *Journalism; Journalism Education; News Media; Press Opinion; Progressive Education; *Public Policy; Public Schools; School Law; School Policy; School Responsibility; Secondary Education; Student Rights
IDENTIFIERS- Educational Ideologies; *First Amendment; *Hazelwood School District v Kuhlmeier; Journalists; Press Law; Press Responsibility; Press Role; Supreme Court; Tinker v Des Moines Independent School District

The Supreme Court's consideration of the issue of First Amendment protection for the student press is examined in this paper by analyzing "Hazelwood School District v. Kuhlmeier," where the court ruled that the school is the publisher and that the principal has the right to regulate the content of the newspaper in "any reasonable manner." The paper argues that--viewed in a broad historical perspective--"Hazelwood" is not a constitutional retreat, but rather predicated upon reasonable philosophical and educational theories and principles of sound public policy. First, the paper traces the evolution of conflicting educational ideologies within the American judicial system. Next, the paper attempts to demonstrate that "Hazelwood" is not just another move by a conservative Court to restrain individual liberties but represents a belief that school officials should be accorded substantial deference in their formulation and implementation of educational policy. The paper also explores several rationales for a diminished ("limited capacity") free expression right within the public academy, the cumulative effect of which should be to allow teachers and school officials to inculcate immature minds with a

LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Class Activities; *Debate; *Discussion (Teaching Technique); Higher Education; *Prewriting; *Rhetorical Invention; Student Attitudes; *Writing (Composition); *Writing Instruction
IDENTIFIERS- Freud (Sigmund); James (William)

Controversy and debate can be effectively employed as the central pre-writing activity in the composition classroom. The current model of prewriting in the composition classroom is the reflective model, which involves relatively private exploration of issues and ideas leading to paper topics. Although in the short run it is easier for both student and instructor to stress personal discovery through composition and to accentuate agreement and common ground between writer and reader, in the long run students benefit from being compelled to confront one another. In the initial stages at least, invention is primarily a process of discovering how one disagrees with a viable opposition. Thus, students learn to write with conviction and integrity when they have a firm grasp of their opponent's viewpoint. In addition, the confrontational approach is closer to the spirit of Renaissance humanism and the tradition of liberal arts education than is reflective invention. A practical example of the confrontational approach involves examination of texts by William James and Sigmund Freud. James' "The Will to Believe" presents a powerful, complex argument praising religious faith, while Freud's "The Future of an Illusion" presents a counter-argument stressing the importance of science. By featuring the clash between James and Freud, the stage is set for profound disagreement, which fuels student discussion and debate, and in turn provides students a reference for their theses. (Six references are attached). (ARH)

ED 295 190 CS 211 284

Okawa, Gail Y.
Dimensions of Diversity: Peer Tutoring in a Multi-Cultural Setting.
PUB DATE- Mar 88
NOTE- 15p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (39th, St. Louis, MO, March 17-19, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.

ED 295 203 CS 211 300

Kelly, James D.
The Data-Ink Ratio and Accuracy of Information Derived from Newspaper Graphs: An Experimental Test of the Theory.
PUB DATE- Jul 88
NOTE- 30p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (71st, Portland, OR, July 2-5, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Graphic Arts; *Graphs; News Media; *Newspapers; *Recall (Psychology); Statistical Data
IDENTIFIERS- *Data Ink Ratio Theory; *Graphic Representation

A study tested the data-ink ratio theory, which holds that a reader's recall of quantitative data displayed in a graph containing a substantial amount of non-data-ink will be significantly less than recall from a graph containing little non-data-ink, as it might apply to graphics used in mass circulation newspapers. The experiment employed a between subjects, posttest only control group design. The stimuli were ten simple, horizontal bar graphs taken from the "Snapshot" section of "USA Today." All had familiar labels and no value was more than three digits long. The control stimuli were created to serve the role of identical graphs with much of the non-data-ink erased. The 120 observers were students in two sophomore level classes taught at the School of Journalism at Indiana University. The questions, which were constructed to measure the observer's accuracy in making comparisons between the data groups and accuracy in recalling the exact numbers associated with each data group, probed information such as number of bars displayed in the graph, labels associated with certain graphs, numerical value given to graphs, and relative length of bars in graphs. Observers were given 15 seconds to examine the data contained in the graphs. Statistical analysis of results showed that control groups and treatment groups made a nearly identical number of errors. Further examination of the results indicated that no single graph produced a significant difference between the control and treatment conditions. (One table of data is included and 10 pairs of graphs and 21 notes are attached.) (ARH)

PUB DATE- Jul 88
NOTE- 25p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (71st, Portland, OR, July 2-5, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Historical Materials (060) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Authors; Discourse Analysis; Foreign Countries; Journalism; *Modern History; *News Reporting; Political Attitudes; Political Influences; United States History; Womens Studies
IDENTIFIERS- Cuba; Germany; *Herbst (Josephine); Journalism History; *Women Journalists; Writing Style

Concentrating on her domestic and foreign news stories of the 1930s, a study analyzed the news reporting of American novelist Josephine Herbst. Although the study focused on Herbst's reporting from Cuba and Germany, other writings were examined, including several fictional pieces, memoirs, and literary criticism. Herbst's work was analyzed according to several criteria. Each piece was reviewed for its stylistic characteristics--language usage, narrative form, source use and balance, and readability. Background material on the thirties provides context not only for Herbst's politics, experiences, and social views, but also for her writing style and genre choices. Analysis revealed that Herbst's choice of topics was motivated by her Marxist politics. Analysis also showed that Herbst's writing has been overlooked in journalism history, and although her sex and politics may be enough to generate renewed interest in her, the justification for consideration of her work rests on its ability to capture a sense of time and people otherwise lost in "missing moments" of history. (A two-page selected bibliography of primary and secondary source material by Josephine Herbst is appended.) (MM)

ED 295 218 CS 211 322

Moss, Andrew; Holder, Carol
Improving Student Writing: A Guidebook for Faculty in All Disciplines.
California State Polytechnic Univ., Pomona.
SPONS. AGENCY- National Endowment for the Humanities (NFAH), Washington, D.C.
REPORT NO.- ISBN-0-8403-4555-0
PUB DATE- 88

Boxell, Karen A.; Marlier, John
Communication Skills: Program 1, Seventh Grade--Level 1. Teacher Manual.
PUB DATE- 21 Jan 86
NOTE- 33p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Class Activities; *Communication (Thought Transfer); *Communication Skills; Creative Writing; Drama; *Grade 7; Junior High Schools; Nonverbal Communication; Parent Participation; Parent Student Relationship; Self Concept; Student Responsibility; Student Role; Teacher Student Relationship; Teaching Methods; Users (Information)
IDENTIFIERS- Communication Behavior; Communication Strategies

Intended for teachers of seventh graders, this communication skills program has two main objectives: (1) to develop in students a heightened awareness of the role communication plays in the totality of their lives; and (2) to begin to develop in students an awareness of their responsibility for their own communication. The program is the first in a series of six, 10-lesson programs. Lessons one through five each consist of a "method" section, in which one or more teaching methods is described, and a "purpose" section, in which the reasons for the activities are explained. These lessons are as follows: (1) Introduction; (2) Student-Teacher Relations; (3) Non-Verbal Communication; (4) Student-Parent Relations; and (5) Self-Image. In lessons six through nine, instructions are given for videotaped group presentations in which students write and perform a skit in which they represent the people they see themselves being when they are adults. The final lesson serves as a review and evaluation. (A parent letter, two parent questionnaires, a student mastery test, and a list of definitions are appended.) (ARH)

ED 295 232 CS 506 169

Gouran, Dennis S.
Remembering 1970, and Premonitions about 2000.
PUB DATE- 1 Jun 88
NOTE- 27p.; Paper presented at the Annual Meeting of the International Communication Association (38th, New Orleans, LA, May 29-June 2, 1988).

ED 295 245 CS 506 189

Henry, Kathleen
Using Radio To Promote Family Planning in Sub-Saharan Africa.
PUB DATE- Jul 88
NOTE- 31p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (71st, Portland, OR, July 2-5, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Advertising; African Culture; Audience Analysis; Cultural Awareness; *Cultural Context; *Developing Nations; Diffusion (Communication); *Family Planning; Foreign Countries; Information Sources; International Programs; Overpopulation; Population Education; Propaganda; Public Opinion; *Radio
IDENTIFIERS- *Africa (Sub Sahara); Audience Awareness; Cultural Values; Population Control; Population Policies

Family planning programs in sub-Saharan Africa (42 countries and 450 million population), the fastest growing and poorest region in the world, need effective communications campaigns to educate people about the benefits of contraception, help change attitudes about fertility control and family size, and provide information about available contraceptive methods and family planning services. Radio, an important medium in areas where a strong oral tradition and low literacy exist, is the most effective way to reach people in sub-Saharan African because of its credibility, portability, immediacy, flexibility, imaginative potential, and relatively inexpensive production costs. For family planning communications, radio's limitations include the difficulty of transmitting a complicated idea over the air, and the communicator's lack of control over the medium. Therefore, family planning communicators should use radio as part of a multi-media campaign, in conjunction with personal communication, and should use culturally acceptable messages presented in an interesting way. Family planning programs in other areas of the world--including Columbia's PROFAMILIA, the Jamaica Family Planning Association, and the Johns Hopkins University/Population Communications Service--have used radio programming with varying success. However, innovative approaches based on strong audience research can be used successfully to promote family planning in sub-Saharan Africa, despite cultural barriers and a generally unreceptive audience. (Twenty-seven by the number of underlying dimensions which each grouped the skills into and how the skills were grouped along those dimensions. (Four tables of data are included, and 30 references and a personal skills assessment form are appended.) (ARH)

ED 295 259 CS 506 204

Dick, Robert C.; East, James R.

Relationship between Academia and the Corporate Community in Providing Communication Education for the Adult Learner.

PUB DATE- Nov 87

NOTE- 13p.; Paper presented at the Annual Meeting of the Speech Communication Association (73rd, Boston, MA, November 5-8, 1987).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Adult Students; *Business Communication; Career Development; Communication Skills; *Corporate Education; Educational Demand; *Education Work Relationship; Higher Education; Organizational Effectiveness; *Professional Continuing Education; *School Business Relationship; *Speech Communication

IDENTIFIERS- Business Communication Teachers

A significant portion of the growing adult education populace are employed, at least part-time, in businesses, industries, and professional agencies--they are the corporate learners of America. Because many employees in the corporate community have poor communication skills (creating the need for training in communication, decision-making, and interpersonal relations), the communication profession should examine its role at all levels of the corporate learning enterprise. Advanced and basic speech communication courses are needed both on campus and in the workplace, particularly for the multitude of smaller businesses, industries, and agencies which do not and can not feature their own complex higher educational program. While efforts can be exerted for universities and colleges to cooperate with corporate communities in providing effective adult education, some basic principles concerning the inherent differences between the roles of the education and business communities should also be considered. The objective of the former is the education of the adult learner for individual intellectual development, whereas the corporation sees the same education as a means toward production and profit.

grounds. In addition, the review offers a research critique and suggestions for future research. (Sixteen pages of references are appended.) (MM)

ED 295 272 CS 506 226

Jones, Steve
Making Waves: Pirate Radio and Popular Music.
PUB DATE- Jul 88
NOTE- 23p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (71st, Portland, OR, July 2-5, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142) Historical Materials (060)
DESCRIPTORS- Foreign Countries; *Popular Culture; Production Techniques; *Programing (Broadcast); *Radio
IDENTIFIERS- England; Federal Communications Commission; Historical Background; *Media Government Relationship; Media History; Media Use; *Pirate Radio; Pirate Television; Popular Music; Radio Operators; United States

The history of pirate radio--radio broadcasts offered by unlicensed broadcasters as alternatives to licensed, commercial radio programming--is difficult to trace, both in America and the United Kingdom (UK) since mention of pirate broadcasts of a less-then-thrilling nature are rarely found. Also, until 1927, the U.S. government did not formally regulate broadcasting and spectrum allocation. The best-documented examples of pirate radio come from England, where pirate radio thrives. The UK pirates, such as Radio Caroline and Radio Veronica, operate their stations for profit, broadcast virtually around the clock, and solicit advertising from large, coprorate sponsors. Moreover, the UK station owners are usually financially affiliated with music publishing firms or record companies. In contrast to the UK pirates, U.S. pirate radio stations operate on shoestring budgets, broadcast irregularly, rarely attempt to turn a profit, do not solicit advertising, and keep a very low profile. The Federal Communications Commission has an attitude of "selective enforcement," meaning that it acts on complaints and interference, but does not seek out pirate broadcasters. Although ostensibly pirate radio provides an alternative to commercial radio broadcasts, in reality pirate radio broadcasts do not offer a substantially alternative form of

Lynch, Patrick D.; Wiggins, Thomas

The Changing Ideology of Educational Reform: Equality Yields to Quality.

PUB DATE- Mar 87
NOTE- 19p.; Paper presented at the Annual Meeting of the Comparative and International Education Society (Washington, DC, March 12-15, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Access to Education; *Democratic Values; *Developing Nations; *Economic Development; Educational Policy; Education Work Relationship; Elementary Secondary Education; *Equal Education; Foreign Countries; Higher Education; *Human Capital; *Outcomes of Education
IDENTIFIERS- Latin America; *Taiwan

After World War II, an optimistic, rationalist ideology infused with Jeffersonian values influenced worldwide educational growth. The idea of a universal, free, compulsory system replaced an older elitist ideology. The equality ideology held that (1) cultural integration was necessary for national unity and (2) a shortage of trained manpower was the major obstacle to growth and modernism. Faith in education's power to create the necessary human capital for growth encouraged developed countries to expand their secondary and tertiary systems and developing countries to create all three levels in one or two decades. By 1970, the narrow view of economic development as sufficent to alleviate poverty yielded to a broader expectation that educational expansion would produce more social equality, partly through increased job opportunities and income equalities. However, the linear growth in jobs and capital accumulation ceased by the early 1970s; these and other economic disasters of the 1980s reduced education budgets and retarded progress toward universal schooling. The 1980s ideology essentially abandoned the equality emphasis to concentrate on improving educational quality. Although influenced by economic thinking, the quality approach is a mirror opposite of the 1960s optimistic model, being heavy with doubt and founded in disappointment and uncertainty. Yet, the concept stresses the relationship between investment of educational resources and productivity. Except for four East Asian nations, the linkage between schooling and economic growth in developing countries is weakening. Despite growing expenses, qualitative reform is as important as increased educational access for developing countries. Included are 25 references. (MLH)

ED 295 299 EA 020 035

Dombrowski, Richard J.
One Approach to Increasing Revenues for Your School District. (A Small School District's Successful Struggle).
PUB DATE- 19 Feb 88
NOTE- 20p.; Paper presented at the Annual Meeting of the American Association of School Administrators (Las Vegas, NV, February 19-22, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Business Responsibility; Consultants; Corporate Support; Court Litigation; *Educational Finance; Elementary Secondary Education; Industry; Lawyers; *Property Taxes; *School Business Relationship; *School Districts; Specialists
IDENTIFIERS- *Illinois; *Small School Districts

In 1983, Channahon School District 17 in Illinois was $1.3 million in debt. Real estate taxes constituted the school district's chief source of revenue, but because the state's oil industry kept its assessed valuations below the actual value of its property through the use of experts and lawyers, the school district was denied much of its income. Thus, the school district decided to take the oil company to court. The school district hired an expert in oil refineries as a consultant and lawyers who were experts in representing local organizations. Consultants were necessary because the procedures for assessing the value of property and for challenging assessed valuations are complicated. The school district won the case. The property tax appeal board assessed the value of the property at $166 million, in opposition to the industry's assertion that the assessed valuation was $76 million. The subsequent increase in the amount paid by the oil company to the school district accounted for the school district's positive budget of $1.5 million in 1987. Four charts are included. (RG)

ED 295 300 EA 020 044

The Artistic Nature of the High School Principal.
PUB DATE- 88
NOTE- 17p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Administrator Responsibility; *Administrator Role; Artists; High Schools; *Leadership Qualities; Musicians; *Principals
IDENTIFIERS- Conducting (Music)

The role of high school principals can be compared to that of composers of music. For instance, composers put musical components together into a coherent whole; similarly, principals organize high schools by establishing class schedules, assigning roles to subordinates, and maintaining a safe and orderly learning environment. Second, composers select instruments, texts for music, and styles of music for certain genres; likewise, principals deal with curriculum and instruction, funds and facilities, school-community relations, and services to students and personnel. The role of high school principals can also be compared to that of conductors. For example, both roles involve efficiency in organizational affairs and problem analysis; both roles involve judgment and decisiveness; both roles involve leadership and sensitivity; both roles involve stress and tolerance; and both roles necessitate efficient communication. It is more pleasing to conceive of the role of principals as artistic rather than concerned with management principles. Included are 22 reference notes. (RG)

ED 295 313 EA 020 072

Frey, Karl; Hameyer, Uwe
Responses to Austerity: European Experiences from Higher Education and School Improvement in the 1980s.
PUB DATE- Apr 87
NOTE- 15p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Aging in Academia; *Birth Rate; *Economic Change;

section looks beyond multiculturalism to identify the directions of an educational policy that might constitute a more appropriate response to the migrant presence in Australia. Four readings by different authors follow: (1) "State and Ethnicity: Multiculturalism as Ideology," by A. Jakubowicz; (2) "Racism in Society and Schools: History, Policy, and Practice," by Chris Mullard; (3) "Migration and the Dilemmas of Multiculturalism," by Tanya Birrell; and (4) "Schooling in a Democracy: Transformation or Reproduction?" by George H. Wood. An annotated bibliography is included. (TE)

ED 295 325 EA 020 087

Smith, Richard
The Inequalities Debate: An Interpretive Essay. ESA 842, Policy Development and Analysis.
Deakin Univ., Victoria (Australia).
REPORT NO.- ISBN-0-7300-0116-4
PUB DATE- 85
NOTE- 160p.; For related documents, see EA 020 083, EA 020 085, and EA 020 088.
AVAILABLE FROM- Publication Sales, Deakin University Press, Deakin University, Geelong, Victoria 3217, Australia ($12.95 Australian; quantity and educational discounts).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Collected Works - General (020)
DESCRIPTORS- Elementary Secondary Education; *Equal Education; *Equal Opportunities (Jobs); Foreign Countries; Hidden Curriculum; Ideology; *Marxian Analysis; Social Class; *Social Stratification; *Sociocultural Patterns; Student School Relationship
IDENTIFIERS- *Australia (Victoria)

This volume is part of a series of monographs from Australia devoted to outlining an alternative approach, based on neo-Marxist concepts, to policy studies in education. The opening essay in this volume argues that the controversy over inequalities in education is essentially a school-level issue, involving what administrators and teachers do with children in schools and classrooms, including the formulation of curricular goals. The essay begins with an analysis of inequalities in Australian life, followed by discussions of the competing definitions of "equality" and the ideology of inequality, along with explanations of inequalities in

LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Elementary Secondary Education; *Enrollment Projections; Government Publications; *Prediction; *Public Schools; *School Statistics; Statistical Analysis; Tables (Data)

The Center for Education Statistics (CES) projects that this fall (1988), nearly 100,000 more students will enroll in public elementary and secondary schools than last year. Public school enrollment in grades K-8 is expected to increase 1.6 percent from 28.0 million in 1987 to 28.4 million in 1988. In contrast, public school enrollment in grades 9-12 will register a decline of 3.1 percent (from 12.2 million to 11.8 million) over the same period. In the next 5 years (1988 through 1992), total fall enrollment in public elementary and secondary schools is projected to rise from 40.3 million in 1988 to 41.9 million in 1992, an increase of 4.0 percent. Public school enrollment in grades K-8 is expected to increase 6.1 percent, from 28.4 million in 1988 to 30.2 million in 1992. In contrast, public enrollment in grades 9-12 is projected to decrease from 11.8 million in 1988 to 11.4 million in 1990. This trend will reverse in 1991, and the figure will climb to 11.7 million in 1992. One table accompanies the text. Technical notes cover methodology, forecast accuracy, sources of data, and acknowledgments. (MLF)

ED 295 339 EA 020 136

Kemmis, Stephen; And Others
Orientations to Curriculum and Transition: Towards the Socially-Critical School.
Victorian Inst. of Secondary Education, Melbourne (Australia).
REPORT NO.- ISBN-0-908253-32-X
PUB DATE- 83
NOTE- 70p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Curriculum Development; *Educational Attitudes; Foreign Countries; School Community Relationship; Secondary Education; *Social Attitudes
IDENTIFIERS- Australia (Victoria)

Schools have become separated from society and social issues through the practice of "transition education." More specifically,

ED 295 352 EC 202 588

Schmalle, Bonnie
Could the Corny Cookie Corner Work in Your School?
PUB DATE- Mar 87
NOTE- 18p.; In: Linking Programs and Resources for Rural Special Education. Proceedings of the Annual National Conference of the American Council on Rural Special Education; see EC 202 583.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Bakery Industry; Career Education; Distributive Education; Experiential Learning; Food Service; *Job Skills; *Mild Mental Retardation; Occupational Home Economics; *Rural Education; School Business Relationship; Secondary Education; Skill Development; *Vocational Education; *Work Experience Programs
IDENTIFIERS- Curriculum Based Assessment

The Corny Cookie Corner is a vocational programming component offered to special education students in North Fayette Community Schools, West Union, Iowa. The project's primary goal is to help students develop appropriate jobsmanship skills and work attitudes prior to vocational placement in off-campus sites. The project consists of a student-operated business which runs a classroom bake shop and sells its products. It involves 14- to 21-year-old mildly mentally handicapped students in work activities that simulate actual on-the-job experience. In order to help students identify the skills they developed as bake shop workers, a student-oriented, job-task reporting system was initiated with 25 functions that students were expected to perform. The daily activities of students in the bake shop provide valuable information for curriculum-based assessments. The instructional needs in reading, math, communications, world of work, problem-solving, social skills, and life skill applications can be individualized from these assessments. The employment limitations that characterize rural areas present a major concern to special educators, and the Corny Cookie Corner assists by providing teachers with accurate information concerning the assets and liabilities of students ready to be placed. (JDD)

ED 295 353 EC 202 589

ED 295 366 EC 202 802

Robinson, Greg A., Ed.; Polloway, Edward A., Ed.
Best Practices in Mental Disabilities. Volume One.
Iowa State Dept. of Education, Des Moines. Bureau of Special Education.
PUB DATE- 87
NOTE- 344p.
LANGUAGE- English
EDRS Price - MF01/PC14 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavior Change; Career Education; Class Organization; Classroom Environment; Community Involvement; Curriculum Development; *Delivery Systems; *Educational Practices; Elementary Secondary Education; Individualized Education Programs; *Instructional Design; Mainstreaming; *Mental Retardation; Motivation Techniques; Paraprofessional School Personnel; Parent School Relationship; *Program Design; Student Characteristics; Teacher Certification; Teacher Responsibility
IDENTIFIERS- Support Personnel

The volume focuses on best practices in specific areas of programming for mentally retarded students which teachers and support service personnel must address before considering curriculum content. The first of three sections consists of four chapters focusing on the following philosophical considerations: characteristics of students with mental disabilities and the programs which serve them; infusing career education into the special education curriculum; including the community as part of the classroom; and least restrictive environment. Seven chapters in Section 2, "Instructional Strategies," discuss keys to effective teaching strategies, environments for learning, curriculum planning and scheduling, record-keeping, changing student behavior, incentives for learning, and measuring student performance through the Individualized Education Program (IEP). The final section, entitled "Support Personnel," explains the role and function of support service staff, discusses parent involvement, and reviews the use of paraprofessionals in the classroom. The first of two apppendices provides an example of an intermediate agency/local district plan for least restrictive education, and the second describes Iowa certification requirements for support service personnel. (JW)

IDENTIFIERS- *Empowerment

This paper provides the grounds for showing how empowerment of adult learners can be viewed as the central goal of adult education. Using phenomenological methods, the paper first lays out a description and clarification of the process of empowerment. Second, it shows how this process is absolutely fundamental to all adult learning. Finally, the paper identifies a variety of research projects of utmost importance for adult education that can be undertaken in the area of phenomenological investigation. Suggestions for research follow from the claims that empowerment is a process and that this process is fundamental and vital for all adult learning. (YLB)

ED 294 988 CE 049 850

Health Occupations Education National Research Conference (2nd, Indianapolis, Indiana, April 7-8, 1988).

Indiana Univ.-Purdue Univ., Indianapolis.

PUB DATE- Apr 88

NOTE- 221p.; For a related document, see ED 271 626. Final paper contains light, broken type.

LANGUAGE- English

EDRS Price - MF01/PC09 Plus Postage.

PUB TYPE- Collected Works - Proceedings (021) Reports - Research/Technical (143)

DESCRIPTORS- *Allied Health Occupations Education; Case Studies; Computer Oriented Programs; *Educational Research; Hospices (Terminal Care); Nursing Education; Postsecondary Education; *Research Methodology; Secondary Education; Student Organizations; *Vocational Education

These proceedings begin with a welcome (Catherine Junge). Presentations include "Curricular and Instructional Concerns as Related to Novice Associate Degree Nursing Faculty" (Elaine Mohn); "Comparative Look at Three Approaches to Conducting a Case Study" (Jill Shedd); "Changes in Policies/Procedures of Patient Care since 1965" (Janice Sandiford, Lorene Farris); "Leadership Opinion Measures of Student Officers in Health Occupations Students of America" (Norma Walters, James Noel Wilmoth); "The Development of an Integrated Human Science Course for Science Credit in the Indianapolis Public Schools" (Rosie Hicks); "Multicompetency Education at Methodist Hospital of Indiana, Inc. Research, Add-A-Comp R Program Implementation, and Results-to-Date" (Sherry Makely); "Hospice Care: Comprehensive and Compassionate Care of the

improve a work/education partnership program. The case studies illustrate common experiences encountered by 21 work/education partnerships. Case #1 examines the beginnings of a work/education partnership in the city of "Riverton." Case #2 considers the often fragmented attempts at expansion and institutionalization of an effective partnership in "Fort Pierce." The final case study describes what ensued as "Johnson City's" partnership director developed the alliance from its infancy and endeavored to keep it operating over time. Each case study is followed by a list of questions for discussion. (YLB)

ED 295 003 CE 050 187

Plan for the Redesign and Refocus for Vocational, Technical and Adult Education in West Virginia.

West Virginia State Dept. of Education, Charleston. Bureau of Vocational, Technical, and Adult Education.

PUB DATE- Feb 88
NOTE- 67p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adult Education; *Career Guidance; Curriculum Development; *Educational Improvement; *Educational Policy; Policy Formation; Postsecondary Education; Program Implementation; *Program Improvement; Public Policy; Secondary Education; *Statewide Planning; *Vocational Education
IDENTIFIERS- *West Virginia

This plan for implementing the redesign and refocus of vocational education in West Virginia includes a mission statement and five other major sections covering career orientation, secondary vocational education, adult education, modernization, and personnel development. The career orientation program includes developmental guidance, student assessment, exploratory courses, and development of a four-year educational plan. This section recommends changes in state policy to require that developmental guidance be a formal class and that nine-week exploratory courses be offered in four discipline areas with each student being required to take two. Secondary vocational education classes are to be based upon a common core of basic skills, are to encourage students to enroll in applied and related academic courses, are to promote higher academic expectations, and are to provide an option of certification. The plan recognizes the responsibility for providing

ED 295 017 CE 050 204

Greenfeld, Lawrence A.
Drunk Driving. Bureau of Justice Statistics Special Report.
Department of Justice, Washington, D.C. Bureau of Justice Statistics.
PUB DATE- Feb 88
NOTE- 13p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adults; Alcoholic Beverages; *Crime; *Drinking; Drug Abuse; *Sentencing; Young Adults
IDENTIFIERS- *Drunk Driving

An analysis was made of recent trends in arrests for driving under the influence of alcohol or other intoxicants (DUI) and the characteristics of persons confined in local jails in 1983 who had been charged with driving while intoxicated by alcohol (DWI). Data on DUI arrests were drawn from information provided to the Federal Bureau of Investigation by state and local police agencies. Information on a nationally representative sample of jail inmates was obtained from the 1983 Survey of Inmates of Local Jails sponsored by the Bureau of Justice Statistics. Some of the major findings of the study were as follows: (1) between 1970 and 1986, arrests for DUI increased nearly 223 percent, while the number of licensed drivers increased by 42 percent; (2) arrest rates for DUI were highest among 21-year-olds; (3) since 1983, most states have raised the minimum age for consumption of alcoholic beverages to 21; (4) per capita arrest rates for DUI for those aged 18-20 have decreased by 14 percent since 1983; (5) prior to their arrest for DWI, convicted offenders had consumed a median of 6 ounces of pure alcohol; (6) for DWI offenders sentenced to jail, the median term imposed was five months; and (7) those in jail for DWI were 95 percent male, had a median age of 32, and reflected a racial distribution similar to the adult general population. (KC)

ED 295 018 CE 050 209

Rivera, William M.
An Overview of Agricultural Extension Systems: The Territory, Recent Developments and Recommended Directions.
PUB DATE- Jun 88
NOTE- 49p.; Paper presented at the International Foundation for

ED 295 032 CE 050 242

Parkinson, Kevin J.; Broderick, John S.
An Evaluation of the Implementation of National Core Curricula in Australia. Summary Report.
TAFE National Centre for Research and Development, Payneham (Australia).
REPORT NO.- ISBN-0-86397-179-2
PUB DATE- 88
NOTE- 10p.; For the full report of which this is a summary, see ED 292 954.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Core Curriculum; *Curriculum Development; *Curriculum Evaluation; Developed Nations; Foreign Countries; *National Norms; Postsecondary Education; *Technical Education; Vocational Education
IDENTIFIERS- *Australia

As part of a study of the development and implementation of the National Core Curricula (NCC) in Australia, a historical background was prepared from a number of data sources and views on NCC were sought from senior Technical and Further Education (TAFE) officers in Australia. More specific information was sought in three case studies, the project findings were developed, and recommendations were formulated. Principal conclusions included the following: (1) the task force approach to the management of NCC development is appropriate and effective; (2) the research, development, and diffusion model of curriculum design commonly used in NCC development does not enhance the degree of fidelity in their implementation; (3) the most positive effect of NCC on standards should be the improvement in the quality of learning materials, but this benefit is not necessarily delivered to students; and (4) national industry/occupational surveys would help maintain standards of NCC. Principal benefits to students were improved mobility and a greater acceptance of state/territory vocational courses by licensing and registration authorities across Australia. Recommendations called for the use of more techniques of curriculum development, feasibility studies prior to authorization of national curriculum projects, and monitoring of NCC implementation. (YLB)

marketing of the materials by at least one and possibly two professional organizations. Appended are the module evaluation instrument, a product assessment checklist, and a trainer's log. (MN)

ED 295 046 CE 050 276

Levine, S. Joseph, Ed.; And Others

The Midwest Research to Practice Conference in Adult and Continuing Education (East Lansing, Michigan, October 8-9, 1987).

Michigan State Univ., East Lansing.

PUB DATE- Oct 87

NOTE- 183p.; For the 1986 conference proceedings, see ED 274 774.

LANGUAGE- English

EDRS Price - MF01/PC08 Plus Postage.

PUB TYPE- Collected Works - Proceedings (021) Reports - Research/Technical (143)

DESCRIPTORS- *Adult Education; *Continuing Education; *Educational Research; Postsecondary Education; *Research and Development; *Theory Practice Relationship

The following papers are included: "Facilitating Adult Learning in Graduate Programs" (Bauer); "Toward Synergistic Delivery of Adult Agricultural Education" (Cano, Miller); "Proposing a Needs Assessment Model for Academic Program Development" (Claus); "Preferred Learning Styles of University of Wisconsin External Degree Students and Their Impact on Students' Completion of External Baccalaureate Degree Programs" (Coggins); "Matriarchal Consciousness and the Transformative Adult Learning Group" (Dirkx); "Reading Activities among Older Adults" (Fisher); "Decade of Research Contributions to Adult Basic Education Literature" (Fisher, Martin); "Examining Leadership Styles: Dilemma for Cross-Cultural Adult Educators" (Harder); "Preparing Non-Experienced Teachers of Adults" (Henschke); "Behaviors of Unionized Workers during a Transition in Manufacturing" (Huston, McElhinney); "Study of Human Resource Development Practitioners' Communication Methods in Organizations" (Ihejieto-Aharanwa); "Application of a Modified Delphi Technique in Job Task Analysis for Adult Education" (Korhonen); "Americanization and Assimilation: 1910-1920" (Krischer); "Assessment Centers and Adult Learners" (MacDonald); "Conceptualizing an Environmental Scanning Process for Continuing Education Organizations" (Martin); "Continuing Social and Economic Injustice" (Oaklief); "Continuing Education for Extension Home Economists" (Richardson); "Effect of Instructional Presentation on Student Satisfaction and Performance as

ED 295 060 CE 050 383

Bulkeley, Christy C.
The Value of Literacy. Working Paper.
PUB DATE- Apr 88
NOTE- 6p.; For a related paper, see CE 050 385.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Adult Basic Education; *Adult Literacy; *Educational Benefits; *Educational Needs; *Literacy Education; Nonprofit Organizations; Philanthropic Foundations
IDENTIFIERS- Gannett Foundation

Literacy is a commodity of measurable value to those who acquire it. This proposition is easy to accept if the many benefits of acquiring literacy are considered: better jobs, more productive use of leisure time, greater self-sufficiency, increased ability to help one's children with school work and hobbies. The Gannett Foundation first became involved with special literacy funding in 1985. Perhaps its most successful venture in literacy education has been The Literacy Challenge, a state-level competition in cooperation with the newspaper "USA Today." The foundation has also received proposals from about 150 local organizations in more than 80 communities. The foundation's philosophy in awarding grants has been that grants should contribute to action improving life for beneficiaries and that specific action should be defined at the level of responsibility for those actions and where benefits are to be received. The chief goal of adult literacy programs should be to see that more people learn how to read, write, and do arithmetic effectively and that more volunteers are involved in helping achieve that goal. Other tenets of the foundation are that literacy help should be provided in the neighborhood or at work, that adult learners themselves are one of the most important resources of a literacy program, and that most workplace literacy programs result in bottom-line benefits for employers. (MN)

ED 295 061 CE 050 385

Bulkeley, Christy C.

1987).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adult Development; *Adults; Counseling Effectiveness; Counseling Objectives; *Counseling Services; Counseling Theories; *Females; *Middle Aged Adults; Sex Differences; *Social Change

Mid-life women in increasing numbers are seeking the assistance of mental health professionals to address critical development and contextual issues. The myriad of social and cultural changes of the past two decades have had a profound effect on the type, intensity, and prevalence of problems currently experienced by women between 30-50 years of age. In the 1980s, normal developmental issues and dynamics are confounded by major changes in family structure and economics, new social and professional roles and expectations, and the pressure associated with redefining lifelong values and perceptions. Until recently, little attention was devoted to the exploration of issues, attitudes, and development of this group. Traditional counseling approaches and development theory have failed to adequately confront the reality and impact of this disparate experience of males and females within American society. Effective counseling interactions and developmental support programs for women must be based upon a thorough understanding of their uniqueness. (ABL)

ED 295 075 CG 020 815

Environmental Tobacco Smoke: Measuring Exposures and Assessing Health Effects.
National Academy of Sciences - National Research Council, Washington, D.C.
SPONS. AGENCY- Department of Health and Human Services, Washington, D.C.; Environmental Protection Agency, Washington, D. C.
REPORT NO.- ISBN-0-309-03730-1
PUB DATE- Nov 86
NOTE- 346p.
CONTRACT- 68-02-4073
GRANT- ASU000001-06-S1
AVAILABLE FROM- National Academy Press, 2101 Constitution Avenue, N.W., Washington, DC 20418 ($19.95 each--5-24 copies, 15% discount, 25-499 copies, 25% discount).
LANGUAGE- English

drug testing procedures involve legal, ethical, medical, and labor relations issues. To learn how police departments are addressing the problem of drug use and drug testing of police officers, the National Institute of Justice sponsored a telephone survey of 33 major police departments, 24 of which had drug testing programs. This report presents results of the survey and reviews the use of drug testing in police departments, the technology involved, and the legal and union issues related to testing. It also summarizes private industry's approach to the problem and alternatives used by police administrators for dealing with officers found to be using drugs. A section on drug testing in police departments looks specifically at the issues of testing police applicants, testing probationary officers, testing officers in sensitive jobs, testing tenured officers, and scheduled versus random testing. Other survey results are presented to show the trends in current practices in drug testing. (NB)

ED 295 090   CG 020 830

Garner, Joel; Clemmer, Elizabeth
Danger to Police in Domestic Disturbances--A New Look. Research in Brief.
Department of Justice, Washington, D.C. National Inst. of Justice.
PUB DATE- Nov 86
NOTE- 9p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Collected Works - Serials (022)
DESCRIPTORS- *Death; *Family Violence; *Law Enforcement; *Occupational Safety and Health; *Police

Danger to police is a major premise of much contemporary police training for domestic disturbance calls. Intervening in domestic disturbances has long been seen as the single most frequent cause of police deaths. A study was conducted by the National Institute of Justice to examine the danger faced by police when responding to domestic disturbance calls. Previously, data on all disturbance calls had been interpreted as solely or primarily domestic disturbances. In fact, domestic disturbances make up only a small part of the general disturbance category and, when separated, the data revealed that fewer deaths were actually associated with these assignments than previously reported. The findings suggest that the danger to police in domestic disturbance cases has been overstated.

PUB DATE- 85
NOTE- 255p.
GRANT- MCT-5-0-401-4660-38029-6991
AVAILABLE FROM- National Center for Education in Maternal and Child Health, 38th and R Sts., N.W., Washington, DC 20057.
LANGUAGE- English
EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Database Management Systems; Databases; Data Processing; *Futures (of Society); *Health Promotion; Health Services; *Nutrition; *Preventive Medicine; *Public Health

This document contains the proceedings from the Conference of State and Territorial Public Health Nutrition Directors and Faculties of Graduate Programs in Public Health Nutrition designed to improve participants' proficiency in data management. It includes an introduction by Mildred Kaufman, a conference agenda, and the following presentations: (1) "Demystifying Data" (Jerianne Heimendinger and Judith Brown); (2) "Nutrition Services in State and Local Public Health Agencies--1985 Preliminary Report of State Survey" (Mildred Kaufman); (3) "Objectives for the Nation: Where Are We in 1985?" (J. Michael McGinnis); (4) "Data Needs To Measure State and Local Program Accomplishments within the Context of Monitoring the Objectives for the Nation" (Mary Peoples-Sheps); (5) "Available National Health and Nutrition Data Bases Useful for Nutrition" (Mary Grace Kovar); (6) "Use and Availability of National Health and Health and Nutrition Examination Survey (NHANES)" (Robert Murphy); (7) "USDA'S National Nutrient Data Bank and Nationwide Food Consumption Surveys" (Betty Peterkin); (8) "Association of State and Territorial Health Officials Foundation Reporting System" (Sue Madden, Mary Beth Kough, and Emily Brandenfels); (9) "Open Forum for Participants and Speakers--Question/Response" (Molly Graber); (10) "The North Carolina Approach to Using Data for Community Diagnosis and Program Development" (Charles Rothwell); (11) "Current Status of 1985 Recommended Dietary Allowances and Potential Uses for Setting Public Health Nutrition Policy" (Henry Kamis); (12) "Met and Unmet Data Needs in Nutrition Status Monitoring: Where Are We from the National Perspective?" (Grace Ostenso); (13) "State-Centers for Disease Control Partnerships--CDC Nutrition Surveillance Systems" (Frederick Trowbridge); (14) "Effective Application and Utilization of Data Available for Program Management" (Sheryl Lee and Faye Wong); (15) "Turning Data into Gold" (Susan Foerster); (16) "Private Sector Resources" (J. Michael McKechnie); (17) "Public Sector Resources for Financing Nutrition Services" (Claude Earl Fox and Agnes Hinton); and (18) "Turning Data into Gold" (Jeffrey Taylor). Observations from state and local health agencies are given by Janice Dodds (New York), Nancy Robinett-Weiss (Texas), and Katherine Cairns (St. Paul/Ramsey County, Minnesota). A section on Work Group Reports: Measuring Achievement of the 1990 Health

family members, acquaintances, and strangers. Results of these analyses: (1) confirmed an earlier finding using 1976 data showing a strong relationship between an index of the stressfulness of states and regions and the total homicide rate; (2) found a similar relationship of stress to family and acquaintance homicide but not to homicide of strangers; and (3) found that the stress-homicide relationship held even when effects of some of the other major variables that have been used to explain homicide were allowed, including cultural support for violence, weak social control, economic deprivation, urbanization, and a large minority population. These results suggest the relevance of social stress in understanding homicide. The stress theory does not appear to be simply a restatement of some of the better established themes of homicide reported. (ABL)

ED 295 119 CG 020 874

Linsky, Arnold S.; And Others
Social Stress, Legitimate Violence, and Gun Availability: Links to Weapon-Specific Homicides.
New Hampshire Univ., Durham. Family Research Lab.
SPONS. AGENCY- Department of Justice, Washington, D.C. National Inst. of Justice.
PUB DATE- 5 Apr 88
NOTE- 19p.; Paper presented at the Annual Meeting of the Society for the Study of Social Problems (38th, Atlanta, GA, August 21-23, 1988).
GRANT- 85IJCX0030; NIMH-T32-MH15161
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Behavior Standards; Cultural Influences; Differences; Regional Characteristics; Social Behavior; Social Theories; *Stress Variables; *Violence
IDENTIFIERS- Firearms; *Homicide; *Weapons

In comparative studies of homicide, many theories compete. This study examined two established theories, stress theory and culture of violence theory, in terms of their ability to explain state-to-state differences in the rate of highly specific types of homicides. The separate and joint effects on homicide committed by handguns, shoulder guns, sharp and blunt instruments, and the mediating role of availability of weapons in the relationship were

Evaluation Instruments (160)
DESCRIPTORS- Bilingual Students; Grade 5; Intermediate Grades; *Mexican Americans; Reader Response; Reader Text Relationship; *Reading Comprehension; *Reading Processes; Reading Research; Reading Skills; *Reading Strategies
IDENTIFIERS- Bilinguals; Reading Behavior; Text Factors

To investigate how Mexican-American students constructed meaning from English texts when engaged in reading and writing activities, a study examined 12 fifth grade Mexican-American students who lived in a "barrio" with literacy in both Spanish and English. The aim was to tap the envisionments (text interpretations or understandings, and expectations of what a particular text will include) students developed over time. During a series of research sessions, students read four passages--two in English and two in Spanish--in two genres, story and report. In each session students responded to envisionment and probing questions, gave oral retellings of the passages at various points, and wrote story summaries. Bilingual researchers conducted the sessions, and students were told to use either language--throughout the sessions, researchers mirrored the students' language lead. Findings indicated that good reading strategies made a difference in students' text comprehension in both languages, and that students' familiarity with genre affected their ability to build appropriate meanings. Also, question types affected students' ability to communicate what they understood. Finally, all students exhibited the ability to gain meaning from phrases in context and to explain what they meant, although the better envisionment makers provided more "school like" explanations. And all students exhibited greater comprehension of the English texts than would be expected based on reading comprehension test scores. (Eleven tables are included, and a student interview form, reading passages, envisionment questions, probing questions, tree diagrams for analysis of recalls, and 25 references are appended.) (MM)

ED 295 134 CS 009 168

Spotlight on Reading Series (1-22).
Indiana State Dept. of Education, Indianapolis. Center for School Improvement and Performance.
PUB DATE- 88
NOTE- 110p.; Some pages are printed on colored paper.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.

NOTE- 41p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (71st, Portland, OR, July 2-5, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Colonialism; Content Analysis; Cultural Context; *Editorials; Foreign Countries; Freedom of Speech; Ideology; *Journalism; Media Research; Models; *Newspapers; *Political Attitudes; Political Divisions (Geographic); Political Influences; Political Power; *Power Structure; *Press Opinion
IDENTIFIERS- China; Great Britain; *Hong Kong; Journalism Research; Press Role

This paper suggests that the upcoming transfer of Hong Kong from Great Britain to the People's Republic of China (PRC) in 1997, offers a unique opportunity to observe how changing configurations in the political environment influence mass media. The article investigates how the Hong Kong press, which spans the entire left-center-right ideological spectrum, has begun to adapt its "journalistic paradigms" because of the political transition. The paper also (1) develops the concept of "journalistic paradigm" (taken-for-granted and unspoken assumptions); (2) traces the emergence of a dualistic power structure (colonial and Xinhau New China News Agency) in Hong Kong; (3) examines political ideology and partisan affiliation of the press; and (4) compares the direction and magnitude of editorial paradigm shifts in relation to press ideology. A content analysis of several newspapers, reported in the paper, reveals that the shifts of the "journalistic paradigms" are contingent upon the press' political affiliations--the rightist press has gradually converged with the centrist press, shifting from an initial stance favoring continued British rule to accommodate the PRC's takeover of Hong Kong, and the leftist press has reduced its anti-colonial overtone. One table of data and 73 notes are included. (MS)

ED 295 148 CS 211 229

Wilson, David E.
Writing Projects and Writing Instruction: A Study of Teacher Change.
PUB DATE- Mar 88
NOTE- 16p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (39th, St. Louis, MO,

published voices are carefully constructed to present the self in particular ways; (3) authentic voices can best be found by looking at whole pieces of discourse, and by looking at samples written to different audiences for different purposes; (4) writing voices are unlikely to be characterized by the smaller technical units of composition; (5) when people hear a voice in writing, they most likely hear a "tone" characteristic of the writer's public personality; (6) the specific topic of a person's writing is a strong determiner of voice; and (7) a writer's attitude or viewpoint toward material is a stronger determiner of voice than any specific linguistic trait. The author concluded that he has one public voice (as do most writers), and this "authentic voice" is the voice that the public finds in his writing. Also, the private voice resembles other private voices more than it does an author's public voice. (ARH)

ED 295 162 CS 211 253

Halpern, Jeanne W.
Responding in and to Journals.
PUB DATE- Mar 88
NOTE- 12p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (39th, St. Louis, MO, March 17-19, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Communication (Thought Transfer); *Dialogs (Literary); Higher Education; Student Writing Models; *Teacher Student Relationship; *Writing Exercises; *Writing Instruction
IDENTIFIERS- Bakhtin (Mikhail); Collaborative Writing; *Journal Writing; Response Meaningfulness; Writing Contexts

To explain the nature of the response process in journal writing, a simplified version of the theory of speech genres proposed by Mikhail Bakhtin is applied to excerpts from a journal by a college junior. Bakhtin's model of communication is continually interactive and dialogic, as though all voices from the speaker/writer's past are poised at the moment of utterance and spontaneously selected to suit subject, occasion, genre, and particularly addressees--and whatever voices "they" bring to bear on the moment of utterance.

sense of social responsibility and morality without irreparably impairing the aspiring young journalist's enthusiasm for individual self-expression. The paper concludes that "Hazelwood" represents a restoration of the proper balance between the pedagogical mission of the public schools and the role of the student press. (One hundred and ninety-three notes are included.) (MS)

ED 295 175　　　　　　　　CS 211 268

Ervin, R. Ferrell
Outcomes Assessment: The Rationale and the Implementation.
PUB DATE- Jul 88
NOTE- 22p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (71st, Portland, OR, July 2-5, 1988).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Achievement Tests; Departments; *Educational Assessment; Educational Legislation; Educational Research; Followup Studies; Higher Education; Instructional Effectiveness; Journalism; Mass Media; Mastery Tests; *Outcomes of Education; *Program Effectiveness; Standardized Tests
IDENTIFIERS- Kentucky; Missouri; Tennessee

Based on the increased public pressure of the governors in Missouri, Tennessee, and Kentucky for higher education to make significant strides in "outcomes assessment," a national survey of the 361 colleges and universities identified in the Association for Education in Journalism and Mass Communication directory as having undergraduate and/or graduate programs in journalism and mass communication was conducted during a 30-day period in February/March of 1988. A total of 181 usable responses to this exploratory study revealed that outcomes assessment were being used in 71 (39%) of the schools responding. In places where the question of "value added" education has not yet surfaced, teacher-made examinations, finals, or projects suffice as assessment instruments. The most often used assessment was reported to be the locally created course evaluation created within an academic unit and conducted at the conclusion of a semester, in which the student evaluates the worth of the academic experience. In a few instances, a variety of standardized tests was administered as measurement tools. Although 13 of the schools used some form of measure prior

PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cultural Background; *Cultural Differences; Cultural Influences; Culture Conflict; Educationally Disadvantaged; Ethnic Groups; Higher Education; Middle Class Culture; *Minority Groups; *Peer Teaching; *Social Differences; Student Characteristics; Tutoring; *Writing Instruction; *Writing Laboratories
IDENTIFIERS- Empowerment

The writing center is a logical setting for assisting the culturally dissonant student. Although the education of ethnic minority youth is one of the major tasks confronting American society and public higher education, teaching methods remain oriented to the values of a predominantly white middle class population. As a result, non-traditional (ethnic minority and working class) students often experience cultural dissonance in the classroom, a dissonance perhaps manifested most acutely when they encounter a writing assignment. Through sensitive peer tutoring and a "hands-off" approach to writing instruction, the writing center helps to empower the non-traditional student, and provides an ideal place for students to begin to cope with the culture of academia. The recruiting and training of tutors, especially peer tutors, are key factors in the development of the writing center. In an environment with culturally diverse writers, peer tutoring develops a different value and dimension. By actively recruiting tutors who reflect the cultural, gender, and class diversity of the student population, and by training all tutors to become sensitive to stereotyping, cultural orientation, and learning styles, the writing center can address the complex experience of non-traditional students and serve a facilitating and liberating function for writers unfamiliar with academic discourse. Writings by clients and tutors at the writing center at the University of Washington reveal the success such a program can yield. (ARH)

ED 295 191 CS 211 285

Bernhardt, Stephen A.; And Others
Teaching College Composition with Computers: A Program Evaluation Study.
PUB DATE- Mar 88
NOTE- 43p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (39th, St. Louis, MO, March 17-19, 1988).
LANGUAGE- English

Warden, Michael L.
Prepublication Review of Government Employee Speech: A Case Study of the Department of Defense and United States Air Force Security/Policy Review Programs.
PUB DATE- Jul 88
NOTE- 33p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (71st, Portland, OR, July 2-5, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Information Analysis/State-of-the-Art Materials (070) Reports - Research/Technical (143)
DESCRIPTORS- *Armed Forces; Case Studies; *Censorship; Constitutional Law; Federal Government; *Freedom of Speech; *Government Employees; National Security
IDENTIFIERS- Air Force; *Department of Defense; First Amendment; Legal Rights; *Prepublication Review

Since 1957 the Department of Defense has subjected all forms of speech of U.S. military personnel meant for publication to prepublication review based on security and policy criteria. The historical development of the Defense Department's prepublication review program and its specific implementation by the U.S. Air Force lead to questions of First Amendment implications and of impact on the marketplace of ideas. While there has been little objection to prior restraint of military speech for national security reasons, many people have argued against such restraint when it is based on policy reasons. William Lind of the Military Reform Institute has observed that the Air Force's failure to clear articles which conflict with established policy results in the publication of articles that are irrelevant to significant issues and of poor intellectual quality. Although the Courts have not found such prepublication review to be violative of First Amendment rights, the rapid expansion of military censorship should serve as a warning that apparently innocuous restrictions on speech can have a devastating effect on freedom of expression. (Eighty-five footnotes are included.) (MHC)

NOTE- 65p.
AVAILABLE FROM- Kendall/Hunt Publishing Co., 2460 Kerper Blvd., Dubuque, IA 52001 ($4.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Advance Organizers; *Content Area Writing; Essays; Expository Writing; Higher Education; *Interdisciplinary Approach; *Reading Writing Relationship; Teaching Methods; *Writing Across the Curriculum; *Writing Evaluation; Writing Improvement; Writing Instruction; *Writing Skills
IDENTIFIERS- Journal Writing; Writing Tasks; Writing Topics

Intended for college faculty in all disciplines, this guidebook offers practical methods and ideas intended to help teachers clarify writing assignments so that students' writing will improve, as has been seen to happen when teachers sharpen their responses to students' papers. Contents include: (1) "Assigning Writing," which describes ways of designing effective assignments including journals and ungraded writing, provides 17 suggestions for making and presenting writing assignments, and includes a checklist for evaluating assignments; (2) "Assignments That Work," which consists of a collection of writing assignments developed by instructors in various fields, including agricultural engineering, American studies, biology, chemistry, counseling, and criminal justice; (3) "Essay Examinations," which discusses how to write effective essay questions and how to help students write better exams; (4) "Strategies for Helping Students," which includes guidelines on brainstorming, research, and planning, drafting and revising, as well as a writer's checklist; (5) "Integrating Reading and Writing," which examines anticipation guides, selective reading guides, graphic organizers, vocabulary previews, and student journals; and (6) "Evaluating Students' Writing," which covers pre-evaluation, evaluation, paper marking, scores and scoring guides, and post-evaluation. (Eleven references are included, and appended are a sample of on-the-job writing tasks for professionals, a sample accounting assignment, and a techniques inventory for assigning writing and reading in the disciplines.) (ARH)

ED 295 219   CS 211 324

Dvorak, Jack

LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Communication Research; *Decision Making; Group Behavior; *Group Dynamics; *Groups; Problem Solving; Social Psychology; Sociology; *Speech Communication
IDENTIFIERS- *Small Group Communication

In the history of small group studies (in the field of communication theory and research), two factors contributed to the changes that led to Ernest Bormann publishing in 1970 his work questioning the value of the knowledge being reported and the appropriateness of the methods by which it was being generated. First, prior to 1965, a limited amount of the scholarship about groups produced in communication studies would qualify as research. Second, the few scholars actually doing research more often than not modeled their inquiries on work in social psychology and sociology. The year 1964 marked the beginning of a new emphasis on the characteristics of communicative exchanges. Research on communication in groups during the 1970s and 1980s has focused on several concerns that include: (1) decision making; (2) reactions to deviant behavior; (3) reticence and communication apprehension; (4) consciousness-raising; (5) risk-taking/choice shift/polarization; (6) personality characteristics of group members; (7) communicative characteristics of different types of group participants; (8) creative problem solving; and (9) gender/communication relationships. In the area of decision making, despite the limitations of research on communication in groups, impressive progress has been made in the last 25 years. Inquiry has moved out of a more or less exploratory, unfocused mode and now exhibits a theoretically grounded orientation, with communication as the central concern. Premonitions are for a bright rather than dismal future. (One hundred and ten references are appended.) (MS)

ED 295 233 CS 506 170

Wicks, Robert H.
Product Matching in Television News Using Benefit Segmentation.
PUB DATE- 3 Jul 88
NOTE- 24p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (71st, Portland, OR, July 2-5, 1988).

references are attached.) (MM)

ED 295 246 CS 506 190

Mueller, Barbara
Multinational Advertising: An Examination of Standardization and Specialization in Commercial Messages.
PUB DATE- Jul 88
NOTE- 38p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (71st, Portland, OR, July 2-5, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Advertising; Content Analysis; *Cultural Context; Foreign Countries; Media Research; *Television Commercials
IDENTIFIERS- Audience Awareness; Consumers; International Business; *Multinational Corporations; Print Media

The issue of whether to "standardize" or "specialize" in international advertising campaigns is important because it may help determine whether each audience should be addressed separately or whether advertising agencies should attempt to address the collective global consumer. Print and television advertisements for American products appearing in the United States, West Germany, and Japan were examined to establish the extent to which standardized and specialized approaches are currently employed in international campaigns. A content analysis of American campaigns, as they appeared in West Germany and Japan, was utilized by investigating the factors influencing which approach was chosen. Findings show that (1) while individual elements were standardized in many of the advertisements analyzed, the fully standardized approach was rarely adopted; (2) messages transferred between Western nations were more likely to be standardized than those between Western and Eastern nations; (3) standardization was significantly more common in television then in print; and (4) highly standardized campaigns also contained significantly fewer information cues. (Eighteen notes and nine tables are included.) (MS)

This difference will require an effort by both sides to reduce the gap between the world of learning and of work, and to lessen the separation between education and training. (Nineteen footnotes are appended.) (MM)

ED 295 260 CS 506 205

Watson, Arden K.
Helping Communication Apprehensive Students as Part of the Developmental Speech Course.
PUB DATE- Nov 87
NOTE- 25p.; Paper presented at the Annual Meeting of the Speech Communication Association (73rd, Boston, MA, November 5-8, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- College Preparation; *Communication Apprehension; Communication Problems; Communication Skills; Compensatory Education; *Developmental Studies Programs; Higher Education; Individual Development; Remedial Programs; Skill Development
IDENTIFIERS- Communication Behavior; *Communication Strategies; Shyness

The developmental college student, distinguished by lower than average academic scores, may also experience the inhibiting fear of communication, speech anxiety. Students who are both developmental and communication apprehensive lack confidence in their personal academic abilities, and thus develop poor attitudes toward learning and low academic motivation. In addition, these students are hesitant and fearful to ask instructors for help. Such characteristics indicate the need for a program for assessment for each developmental student and a structured alleviation. Scores on self-report scales of communication apprehension scales and interviews determine which students need to enter an alleviation program. Alleviation of speech anxiety, whether related to conditioned anxiety, negative cognitive appraisal, or skills deficit, may be approached through one or a combination of the following approaches: (1) systematic desensitization--a six-step procedure, including relaxation techniques, development of hierarchies, combining relaxation and imagery, and a written assignment; (2) cognitive modification--a seven-step procedure in which students learn to understand unreasonable beliefs about programming. They usually rely on the same popular music that is programmed on commercial radio, rarely programming music other than pop and rock and roll. (One table of data and 54 footnotes are appended.) (MM)

ED 295 273 CS 506 227

Rogers, Martha; Roads, Carrie

Responses to "Subliminal Advertising" versus "Advertising" in the Title and Explanation of Ad-Response Survey.

PUB DATE- Jul 88

NOTE- 14p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (71st, Portland, OR, July 2-5, 1988).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)

DESCRIPTORS- *Advertising; *Mass Media Effects; Media Research; Merchandise Information; Persuasive Discourse

IDENTIFIERS- *Advertisements; Advertising Effectiveness; Advertising Industry; Consumers; *Subliminal Advertising; Subliminal Perception

Despite a lack of evidence that subliminal messages experimentally embedded in advertisements produce predictable effects, many people believe they know what "subliminal advertising" is and believe that it is used and that it works. A study investigated this belief. Subjects, 206 Fostoria, Ohio residents, were given two questionnaires that inquired about response to a test ad, response to an advertised product (Grand Marnier Liqueur), and belief about advertising's power in general. The questionnaires were identical except that Treatment 1 was titled "Subliminal Advertising Survey" and Treatment 2 was titled "Advertising Survey," with corresponding differences in introductory explanatory paragraphs. Respondents for Treatment 1 indicated less willingness to purchase the advertised brand than those for Treatment 2. Results suggest that consumers who are thinking about the possibility of "subliminal" messages in an ad may exhibit a lower intention to purchase the product advertised, which implies that the advertising industry may want to investigate this issue, and, possibly, be more vocal about the claimed nonuse of subliminal techniques in ads. (One figure and one table of data are included, and 20 references are appended.) (MS)

ED 295 286 EA 020 005

Mesenburg, Richard J.
The Relationship of School Site Management to the Minnesota Educational Effectiveness Program.
Minnesota State Dept. of Education, St. Paul.
PUB DATE- 18 Nov 87
NOTE- 8p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Decentralization; Elementary Secondary Education; *Institutional Autonomy; *Participative Decision Making; School Administration; *School Based Management; *School Districts; School Organization
IDENTIFIERS- *Empowerment; *Minnesota

School site management, a decentralized approach to decision-making and school governance, is intended to help parents and teachers share increased accountability for student learning and provide a broadened leadership base through teacher empowerment. This approach involves a shift of decision-making responsibility from the school district to individual schools. Change efforts are most successful when schools' idiosyncratic characteristics are considered and when teachers are involved in initiating, planning, and implementing change programs. This paper briefly analyzes differences between traditional centralized decision-making patterns and the school site model and discussess Minnesota Educational Effectiveness Program (MEEP) efforts to provide strategies for alternative organizational instruction patterns leading to improved student learning. The paper also outlines factors influencing successful change efforts and describes a survey sent to 330 MEEP sites. Results indicate that when MEEP is used, local schools (1) set clearly defined goals; (2) establish a climate supporting these goals within the first two years; (3) establish a collaborative planning process; and (4) develop collegial relationships as a precursor to implementation. The paper concludes by recommending continued legislation and funding to support the MEEP program. (MLH)

ED 295 287 EA 020 007

Hoyle, Eric, Ed.; McMahon, Agnes, Ed.
The Management of Schools. World Yearbook of Education 1986.
REPORT NO.- ISBN-0-89397-234-7
PUB DATE- 86
NOTE- 368p.
AVAILABLE FROM- Nichols Publishing Co., P.O. Box 96, New York, NY 10024 ($38.50 prepaid; $2.00 postage and handling on billed orders).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Books (010)
DESCRIPTORS- *Administrator Role; Change Strategies; Developing Nations; Educational Improvement; Elementary Secondary Education; Global Approach; Instructional Development; *Leadership Training; *Management Development; Organizational Theories; *Politics of Education; *School Administration; *School Based Management; School Community Relationship; School Effectiveness; Sex Discrimination; Stress Variables; Teacher Burnout; Teacher Evaluation; Unions; Yearbooks
IDENTIFIERS- Head Teachers

The 23 chapters in this yearbook provide a review of existing theory and research in the field of school management; offer accounts of how administrators in different countries are coping with problems; and report on the progress being made in developing school management training experiences. Each chapter has been specially commissioned by specialists in various aspects of the management of schools drawn from North America, Europe, Australia, Great Britain, Africa, and South East Asia. Part 1 ("Overview") consists of "The Management of Schools" (Eric Hoyle). Part 2 ("Theoretical Perspectives") contains "Organization Theory and the Management of Schools" (Donald J. Willower); and "Politics, Power and the Management of Schools" (Peter Gronn). Part 3 ("Managerial Tasks in Schools") contains the following chapters: "Achieving Effective Schools" (Terry A. Astuto and David L. Clark); "The Management of Change" (Michael G. Fullan); "The Management of School Improvement" (Ron Glatter); "School Self-Review" (Agnes McMahon); "Instructional Management" (Steven T. Bossert); and "Staff Appraisal" (Glen Turner, Desmond Nuttall, and Philip Clift). Part 4 ("Selected Management") contains the following chapters: "Coping with Unionized Staff in the Comprehensive School: A Framework for Analysis" (Geoffrey Lyons); "The Selection and Appointment of Heads" (Colin Morgan); "Linking School and Community: Some Management Issues" (John Rennie); "School Management and Administration: An Analysis by Gender" (Patricia A. Schmuck); "The School and Occupational Stress" (A. Ross Thomas); and "School Management and Nation Building in a Newly Independent

Elementary Secondary Education; Foreign Countries; Higher Education; *Population Trends; *Problem Solving; *Resource Allocation; *Retrenchment
IDENTIFIERS- *European Economic Community

Terms such as "demographic and economic contraction," "decreasing resources," "no-growth," and "decline" indicate changes in educational resource allocations. While some experts from Organization for Economic Cooperation and Development (OECD) countries complain about reduced education budgets, others assert that the industrialized world economies have recovered and are relatively stable. Patterns of planned responses to changing resources vary in the European community. This paper examines some prevailing problems and how they are being solved. One exception to European recovery is England, where Prime Minister Margaret Thatcher's government froze teacher and professor salaries, causing a catastrophic shortage of science teachers. The main austerity problem in western Europe involves decreasing population, specifically birth rates that have declined by one-third over the past decade. The educational consequences are (1) superannuated teaching staff with long-term contracts and few retraining opportunities; (2) reduced financial allocations; and (3) decreasing enrollment in teacher colleges. Responses can be enacted according to sectoral, overall, or longitudinal resources reductions (funds, time, or personnel) and usually occur in combination. This paper identifies response patterns according to strategic choices (continuing system-based efforts, reallocating money to priority areas, mobilizing community and private resources, and stabilizing external support) and illustrates each choice with specific examples. Efforts to overcome the negative impact of resource shortages depend chiefly on institutionalized opportunities supporting creative problem-solving and risk-taking. Included are 19 references. (MLH)

ED 295 314 EA 020 075

Angus, Lawrence
Class, Culture, and Curriculum: A Study of Continuity and Change in a Catholic School. EED433 Management of Resources in Schools.
Deakin Univ., Victoria (Australia).
REPORT NO.- ISBN-0-7300-0374-4
PUB DATE- 86
NOTE- 100p.
AVAILABLE FROM- Publication Sales, Deakin University Press, Deakin

education and the relationship of education to class, family, and society. The essay concludes with schematic suggestions aimed at contesting the logic of schooling as it is. The latter half of the volume consists of five readings by separate authors: (1) "Education and the Structure of Opportunity," by Philip Robinson; (2) "Explaining Inequality," by Brian Abbey and Dean Ashenden; (3) "Explaining Inequality: A Reply to Abbey and Ashenden," by Don Edgar; (4) "Education: Back to the Drawing Board," by David Bennett; and (5) "Successful and Unsuccessful Schools: A Study in Southern Auckland," by Peter Ramsay and others. An annotated bibliography is included. (TE)

ED 295 326   EA 020 088

White, Doug
Education and the State: Federal Involvement in Educational Policy Development. Policy Development and Analysis Series.
Deakin Univ., Victoria (Australia).
REPORT NO.- ISBN-0-7300-0472-4
PUB DATE- 87
NOTE- 125p.; For related documents, see EA 020 083, EA 020 085, and EA 020 087.
AVAILABLE FROM- Publication Sales, Deakin University Press, Deakin University, Geelong, Victoria 3217, Australia ($12.95 Australian; quantity and educational discounts).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Collected Works - General (020)
DESCRIPTORS- Capitalism; *Educational History; *Educational Policy; Elementary Secondary Education; Federal Government; Foreign Countries; Governance; *Government School Relationship; Institutional Autonomy; *Marxian Analysis
IDENTIFIERS- *Australia (Victoria)

This volume is part of a series of monographs from Australia devoted to outlining an alternative approach, based on neo-Marxist concepts, to policy studies in education. The opening essay in this volume is a historical analysis of federal involvement in Australian educational policy development. After a descriptive overview of the role of education in Australian society, the relationship between the state and education is described both before and after federation, showing how education, as part of a national process, received no place in the Australian Constitution,

by stressing the preparation of students for society, schools accept the present structure of society as a given and therefore neglect their responsibility to educate. Since schools play an educational role in society, the neglect of this role results in the separation of schools from society. Two attitudes toward curriculum that involve transition education are the vocational/neo-classical orientation and the liberal/progressive orientation. The vocational/neo-classical orientation regards education as a preparation for work and mirrors the current principles of society. The liberal/progressive orientation regards education as a preparation for life, emphasizes individuality, and asserts that society can be improved through the preparation of students for participation in its reconstruction. An alternative to these orientations and their subsequent separateness is the socially-critical orientation. This orientation maintains that education must address society and social issues immediately, emphasizes social and critically speculative processes, and maintains that only collective action can execute social change. Strategies for converting schools to a socially critical orientation include involving the community, curriculum reflection and debate, inservice activities, school reviews, and monitoring progress. The first of two appendixes offers nine starting points or concepts for initiating the socially critical school, with annotated lists of readings grouped under each concept. The second appendix contains hypothetical interviews with proponents of the three orientations. (RG)

ED 295 340 EA 020 138

White, William D.
Watching a District Change over a Decade with Year Round Education.
PUB DATE- Jan 85
NOTE- 34p.; Speech given before the Annual Meeting of the National Council on Year-Round Education (16th, Los Angeles, CA, January 25, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Class Size; Crowding; Elementary Secondary Education; *Enrollment Rate; Enrollment Trends; *Extended School Year; *Program Development; Program Effectiveness; Program Evaluation; Program Implementation; School Construction; *School Districts;

Folio, Rhonda; Richey, Dean
ETIPS Model for Early Intervention.
PUB DATE- Mar 87
NOTE- 9p.; In: Linking Programs and Resources for Rural Special Education. Proceedings of the Annual National Conference of the American Council on Rural Special Education; see EC 202 583.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Child Development; Delivery Systems; Demonstration Programs; *Disabilities; Distance Education; *Educational Television; Infants; Intervention; *Parent Education; Program Development; Program Evaluation; *Public Television; *Rural Education; Videotape Recordings
IDENTIFIERS- *Early Intervention; *Educational Television Intervention Programs TN

The major goal of the Educational Television Intervention Programs Project (ETIPS) of Tennessee Technological University in Cookeville, Tennessee, is to develop, field test, and disseminate a supplementary model for early intervention in rural isolated regions. The ETIPS model is based on beliefs that parents can be effective at early intervention if good examples and techniques are demonstrated, that parents are receptive to ideas modeled by other parents, and that television is an effective means for demonstrating and teaching parenting skills. A series of 30 videotapes, titled "Stepping Stones: Pathways to Early Development," was produced to illustrate skills that infants and toddlers develop between birth and age 3, including gross and fine motor, language, and cognitive skills. A major component of the ETIPS model is the linking of service providers with public television, as the video series was broadcast on public television stations serving rural populations. An ETIPS evaluation focused on child change, parent confidence, parent skills, parent knowledge, and product quality; its positive results indicated the success of the program. (JDD)

ED 295 354 EC 202 590

Turner, Margaret; And Others
Training Field-Based Personnel To Supervise On-the-Job Practicum Experiences in Rural Areas.
PUB DATE- Mar 87

ED 295 367　　　　　　　　EC 202 803

Family Caregiving Project. Proceedings of a Conference (Washington, D.C., June 23-24, 1986).

Berul Associates, Ltd., Rockville, MD.

SPONS. AGENCY- Department of Health and Human Services, Rockville, Md. Project Share.
REPORT NO.- ISBN-0-36597-04-6
PUB DATE- 87
NOTE- 73p.
CONTRACT- HHS-100-83-0080
AVAILABLE FROM- Project SHARE, P.O. Box 2309, Rockville, MD 20852.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Community Services; *Delivery Systems; *Developmental Disabilities; Family Problems; *Family Programs; Family Relationship; Family Structure; *Older Adults; Private Agencies; Public Policy; *Respite Care; State Programs

The conference on "Support for Family Caregivers" reported in this document was designed to identify, encourage the development of, and disseminate information about effective approaches for strengthening the capacity of families to care for their impaired relatives. The first of two presentations in the opening plenary session reviews the needs and problems of families with developmentally disabled children, discusses state-level family support programs, assesses related policy issues, and explores private sector alternatives. The second presentation points out that over 75% of primary caregivers are female and suggests new and improved services which agencies might offer to family members. Four related group sessions deal with alternative ways of accessing services/products, relieving caregiver stress and providing respite, caregiver education and training and support groups, and how families are managing. A second set of plenary session presentations addresses the following topics: caregiving in Great Britain, consumer-directed preventive services, data on caregivers to the disabled elderly, and channeling as an intervention in which comprehensive case management allocates appropriate community services to the elderly while allowing them to remain in their own homes. Two final group sessions discuss private sector foundation and small business support for family caregiving, and public policies and family caregiving. A list of participants is appended. (JW)

Terminally Ill" (Gerald Holman); "Advanced Statistical Applications Using MANOVA" (Golam Mannan); "A Computerized Curriculum Planning System for Health Occupations Education" (Beverly Richards et al.); and "Patients' Psychological Adaptation to Chronic Illness: Preliminary Findings" (Karen Gable, Pamala Suter). (YLB)

ED 294 989 CE 049 861

Huby, Guro, Ed.
"How We Survived the Good Old Days." Memories of Hackney before and after the Second World War by the Kingshold Oral History Group.
Saint Bartholomews Hospital Medical Coll., London (England).
REPORT NO.- ISBN-0-9512980-1-1
PUB DATE- Jan 88
NOTE- 42p.
AVAILABLE FROM- Community Roots Project, Department of General Practice, St. Bartholomews Medical College, Charterhouse Square, London EC1M 6BQ, England (1.00 pound plus postage; 50 or more: 75 pence plus postage).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Historical Materials (060)
DESCRIPTORS- Adult Education; *Aging (Individuals); Attitudes; *Family Health; Family History; Foreign Countries; *Local History; *Older Adults; *Oral History; *Primary Health Care
IDENTIFIERS- *England

This book presents the memories of a group of old people about life in Hackney, England, from the beginning of this century up until today. A particular emphasis is placed on what good and bad health has meant to people over the years and the sort of people and institutions they have turned to when ill health has struck. The contributors are from the Kingshold Day Care Centre in South Hackney. Their stories are not objective, but are colored by the way the story tellers experience the present. In that sense they tell a lot about people's present lives as well as their past. It covers the contributors' childhood and adjustment to the different world of today. The booklet ends with a brief look at being old in the 1980s. (YLB)

adults with training opportunities in both day and evening programs. Specific goals have been established to improve access and increase the number of adults served. Additional staffing and development of a 13th-year program are also a part of the plan. The plan's proposed updating and modernization will span all levels and all programs within vocational education to foster staff development and reflect the changing opportunities and requirements of the workplace. (KC)

ED 295 004 CE 050 188

National Advisory Council on Adult Education Annual Report FY 1987.
National Advisory Council on Adult Education, Washington, D. C.
PUB DATE- 87
NOTE- 80p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; *Adult Programs; Annual Reports; Community Programs; Conferences; *Federal Legislation; Federal Programs; *Hearings; *Literacy Education; Program Effectiveness; State Programs; Workshops
IDENTIFIERS- *Adult Education Act; *National Advisory Council on Adult Education; Reauthorization Legislation

This annual report of the National Advisory Council on Adult Education highlights the activities undertaken by the Council during Fiscal Year 1987. These activities included the following: (1) co-sponsorship with the University of Pennsylvania of a symposium, "Towards Defining Literacy" (an overview of the work of the symposium is presented in this report, and the papers are being prepared for publication); (2) sponsorship of five major hearings in key geographic areas in the United States regarding reauthorization of the Adult Education Act--testimony was received from state directors of adult education, local program directors, directors of nonprofit programs, and volunteer tutors and students, and was summarized and presented to Congress; and (3) participation in numerous workshops and conferences regarding the state of literacy and literacy education in the country. The document provides testimony presented to the Senate Subcommittee on Education, Arts, and Humanities in August of 1987; shortly after this, the Council was scheduled for abolishment. The appendixes includes the Adult Education Act and its amendments through October 1984 and nine pages of charts and tables. (KC)

Agricultural Development Seminar on "Generation and Transfer of Technology for Poor Small Farmers: Issues and Options" (Seoul, Korea, June 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Education; Adult Farmer Education; *Agricultural Education; *Developing Nations; Foreign Countries; *National Programs; Rural Areas; *Rural Extension

This overview is composed of four major sections. Part I is a map of agricultural extension's "territory," that is, the definitions and systems. It discusses extension functions in agricultural production institutions and varying institutional settings, describes types of extension systems, and considers farmers' degree of influence on extension systems and multiple extension systems. Part II analyzes national arrangements for extension. A chart presents an overview of national arrangements and compares these with extension system approaches and their relationship to farmers. Public sector and private sector extension are then discussed separately. Part III is a critical review of recent developments relating to extension, including focus on private sector provision, privatization of public extension systems, trend among large farmers to bypass public extension services, research institutions' efforts to provide "frontline extension," development of new designs and mechanisms for linking research and extension, search for participatory methods, and experimentation with hybrid research-extension systems. Part IV recommends four directions or priorities for the future: development policy goals, national arrangements for institutional change, extension agency development, and social science research requirements. (YLB)

ED 295 019 CE 050 210

Stokes, Kenneth, Ed.
Faith Development in the Adult Life Cycle. Proceedings of a Symposium (St. Paul, Minnesota, August 10-14, 1981).
Religious Education Association, New Haven, CT.
REPORT NO.- ISBN-0-8215-9904-6
PUB DATE- 83
NOTE- 323p.; For a related report, see CE 050 211.
AVAILABLE FROM- William H. Sadlier, Inc., 11 Park Place, New York, NY 10007 ($10.95).

ED 295 033 CE 050 243

Thomson, Peter
The School of Hard Knocks. A Study on the Assessment of Experiential Learning. Summary Report.
TAFE National Centre for Research and Development, Payneham (Australia).
REPORT NO.- ISBN-0-86397-060-5
PUB DATE- Feb 88
NOTE- 11p.; For the full report, see CE 050 244. Document is printed on colored paper.
AVAILABLE FROM- Nelson Wadsworth, P.O. Box 4725, Melbourne, Victoria 3001, Australia.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Adult Education; Credits; Evaluation Criteria; *Evaluation Methods; *Experiential Learning; Foreign Countries; Interviews; *Nonformal Education; Portfolios (Background Materials); *Prior Learning; *Student Certification; Student Evaluation
IDENTIFIERS- *Australia

Australia's tertiary institutions and licensing authorities that control the right to work in various trades and professions have largely ignored the need for procedures and processes to recognize formally the knowledge that people gain in their life experiences. For this reason, the issue of assessing adult learners' life experiences for the purpose of granting them exemptions from various course work was studied and a model for conducting such assessments was developed. The assessment process uses an assessment panel consisting of people with recognized expertise in the field in question. Persons seeking certification submit portfolios and participate in assessment interviews. After having received the appropriate assessment training, the same panel assesses both portfolio and interview performance. The portfolio assessment involves checking the relevance of the competencies claimed against the outcomes of the courses from which exemption is being sought and classifying the work presented against rating scales. A structured interview and checklist are used in assessing candidates' interview performance. Provisional exemption is granted by the assessment panel, and assessment of performance continues on the job for a specified period (this is done primarily through a log book). After all of stages stages have been successfully completed, exemption is finally ratified. (MN)

Demonstrated in an Electronic Distance Educational Delivery System" (Seamons); "Implications of Recent Research about Trends in Corporate Education for Human Resource Development Practitioners" (Spikes); "Community Leadership" (Vandenberg, Thullen, Fear); "Effect of an Inservice Intervention on Educational Orientation of Part-Time Adult Continuing Education Instructors" (Wegge); "Critical Thinking Ability as a Predictor of Success in a Non-Traditional Master's Degree Program in Adult and Continuing Education" (Widlak); "Environmental Fit on Non-Traditional Undergraduates" (Wilson et al.); "Use of Research and Theory by Ten Successful Adult Education Directors" (Wood); "Measuring Effects of an Interactive Video Adult Literacy Instruction System" (Wood, McElhinney); "Adult Literacy, Cognitive Processes, and Empowerment" (Young); and "Contrasting Cases of Participation/Motivation in an Urban Community Based Training Program and an Adult Education Graduate Class" (Zacharakis-Jutz). (MN)

ED 295 047 CE 050 299

Dlamini, Barnabas; Miller, Larry E.
Professional Perceptions Regarding the Swaziland Agricultural Teacher Education Program. Summary of Research 49.
Ohio State Univ., Columbus. Dept. of Agricultural Education.
PUB DATE- 88
NOTE- 9p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Administrator Attitudes; Administrators; *Agricultural Education; Foreign Countries; Higher Education; Program Attitudes; *Program Improvement; *Teacher Attitudes; *Teacher Education Programs; Vocational Education; *Vocational Education Teachers
IDENTIFIERS- *Swaziland

A study was conducted to determine the demographic characteristics of Swaziland agricultural education professionals and their perceptions of the preservice teacher education program in agriculture in their country. Questionnaires were developed and mailed to 128 Swaziland agricultural education professionals, with a total of 116 usable questionnaires returned. The study found that most agriculture professionals in the country were males, had diploma (associate degree) qualifications, were relatively young, had relatively few years of teaching experience, and had not studied agriculture in high school. These professionals thought

State Literacy Principles and Practices. Working Paper.
PUB DATE- Apr 88
NOTE- 4p.; For a related paper, see CE 050 383.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Adult Basic Education; *Adult Literacy; Correctional Education; Educational Needs; *Government Role; *Literacy Education; Nonprofit Organizations; Philanthropic Foundations; *State Action; *State Government

The states should expand their efforts to provide literacy education to state employees, regardless of the type of job they hold or where their job is located. Every government agency whose employees work with or have contact with persons likely to need literacy education should assume identification and referral responsibilities. Likewise, literacy related to work potential or constructive community living should be part of every corrections system. Screening and referral should be required in government contracts with nonprofit and private agencies receiving government money to serve those in need of literacy education. Buildings over which states have control, especially in high-illiteracy neighborhoods, should be available for appropriate literacy activities, as should computers and other technology purchased with tax money. States should encourage multiple approaches and diverse leadership of literacy initiatives and should insist on accountability from programs benefiting from state action. Any rules and regulations working against the use of volunteers as tutors, teaching assistants, or program managers should be changed as should any regulations that may preclude marketing support for literacy programs. State governments can play a critical role in encouraging and coordinating literacy efforts. (MN)

CG

ED 295 062 CG 020 802

Whitaker, Catherine J.

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Cancer; Diseases; Epidemiology; Evaluation Criteria; Evaluation Methods; *Health Conditions; *Research Methodology; Research Problems; *Smoking; *Tobacco
IDENTIFIERS- *Environmental Tobacco Smoke; *Passive Smoking

This book evaluates methodologies in epidemiologic and related studies for obtaining measurements of exposure to environmental tobacco smoke (ETS). The book is divided into three parts. The first part discusses physicochemical and toxicological studies of environmental tobacco smoke, including physicochemical nature of smoke and in vivo and in vitro assays of smoke. The second part discusses assessing exposures to environmental tobacco smoke, focusing on the external environment, questionnaires, exposure-dose relationship, and biological markers. The third part discusses possible health effects associated with exposure to ETS. These effects include the following: (1) sensory reactions; (2) lung function and respiratory symptoms; (3) lung cancer; (4) cancers other than lung; (5) cardiovascular system; and (6) special considerations in children. Appendixes discuss guidelines for public and occupational chemical exposures to materials that are also found in ETS, a method of combining data from studies of ETS exposure and lung cancer, adjustments to epidemiological estimates of excess lung cancer in persons exposed to ETS, and risk assessment for exposure to ETS and lung cancer. (ABL)

ED 295 076 CG 020 816

Alcohol and Drug Prevention Curriculum Resource Guide Grades 10-12: Science--Biology.
North Carolina State Dept. of Public Instruction, Raleigh. Alcohol and Drug Defense Program.
PUB DATE- 88
NOTE- 55p.; For related documents, see CG 020 817-818.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Alcohol Abuse; *Alcohol Education; Biology; *Curriculum Guides; Drinking; Drug Abuse; *Drug Education; High Schools; *Prevention; Science Instruction

This curriculum resource guide on alcohol and drug prevention provides suggested activities for teachers of grades 10 through 12.

While there is a risk to officers in responding to family violence calls, other police assignments are far more dangerous. Data from the Federal Bureau of Investigation and from seven independent studies were analyzed, revealing that robbery calls were consistently the most dangerous in terms of police officer deaths. This new information should help police chiefs revise and improve training for their officers in how to deal with domestic disturbance calls. (NB)

ED 295 091 CG 020 831

Scholl, Kathleen K.
Marital Property Reforms: Implications for Older Farm Women.
PUB DATE- 22 Mar 88
NOTE- 22p.; Paper presented at the Annual Meeting of the American Society on Aging (34th, San Diego, CA, March 18-22, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Family Financial Resources; *Farmers; *Farm Management; *Females; Homeowners; Land Acquisition; *Ownership; *Real Estate; Spouses; *State Legislation

Throughout American history, marital property reform has been a concern of farm women. With most of the farm family's business assets in real estate, women without the right of ownership can find that they have limited wealth and no influence in the distribution of the farm's assets. The National Conference of Commissioners on Uniform State Laws has recommended that all states adopt the Uniform Marital Property Act (UMPA), which requires the sharing of family assets between the spouses. UMPA enactment would assure partial ownership of new farm acquisitions to presently married farm women, and would guarantee shared ownership to newly married women. This paper describes the historical background of marital property legislation and then uses United States data to examine the effects of property rules upon joint spousal landownership. The characteristics of women who own farmland and those who do not are identified. The age and farm experience of women are included among the characteristics described. Implications are drawn concerning the future impact that UMPA may have on American farm women. (NB)

Promotion/Disease Prevention Objectives for the Nation at State and Local Levels includes reports in nine areas of health promotion. Concluding remarks, lists of program participants, and 55 figures are included. (NB)

ED 295 105 CG 020 845

ALERT: A Substance Abuse Prevention Curriculum for the Intermediate Grades (Grades 4, 5, and 6).
Kern County Superintendent of Schools, Bakersfield, Calif.
PUB DATE- 87
NOTE- 321p.
AVAILABLE FROM- Kern County Superintendent of Schools, Attn: Warehouse, 5801 Sundale Ave., Bakersfield, CA 93309 ($250.00 plus shipping and handling).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Cognitive Development; Decision Making; *Drug Education; Elementary School Students; Health Education; *Intermediate Grades; Peer Influence; *Substance Abuse; Teaching Guides

This document presents ALERT, a substance abuse primary prevention program for use with students in grades four, five, and six. The ALERT program is described as promoting higher order thinking skills since each lesson is correlated with Bloom's Taxonomy of Educational Objectives; as providing opportunities for cooperative learning and for significant dialogue between and among students and their teachers; as being "teacher friendly," containing detailed, step-by-step lesson plans, transparencies, student worksheets, and enrichment and evaluation plans; and as requiring no additional class time since the lessons in the curriculum can be integrated into science, health, reading, language arts, social studies, and physical education classes. Included are the five units (20 lessons) of the ALERT program: (1) Health and You; (2) Drugs That Can Help Us; (3) Drugs That Can Harm Us; (4) Recognizing and Resisting Pressures to Use Drugs; and (5) Making Responsible Decisions. Each of the 20 lessons contains a lesson overview; a set of lesson objectives; and sections on time required, materials needs, vocabulary list, teaching procedures, enrichment options, evaluation, and direct instruction. Additional materials and resources are appended. Ready-to-use transparencies are included, as are the transparency masters. (NB)

studied. The investigation was based on homicide data for the United States for 1980-1984, with states serving as the units of analysis. Results showed that legitimate violence was associated with gun ownership, which in turn was associated with homicidal violence. The findings suggest that the institutionalization of violence at the collective level for socially legitimate purposes provides a model which encourages individuals to purchase a gun for self-protection, and the presence of guns increases the risk of an assault becoming lethal. (ABL)

CS

ED 295 120 CS 008 509

Alvermann, Donna E.
Becoming a Nation of Readers: The Report of the Commission on Reading--A Critical Review.
PUB DATE- 86
NOTE- 6p.; For "Becoming a Nation of Readers," see ED 253 865.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Other/Miscellaneous (Not Classifiable Elsewhere) (999) Journal Articles (080)
DESCRIPTORS- Beginning Reading; Corrective Reading; *Literacy Education; Phonics; Readability Formulas; Reading Aloud to Others; *Reading Comprehension; *Reading Instruction; Reading Research; Reading Skills; *Teacher Education; Teacher Qualifications; Teacher Salaries
IDENTIFIERS- *Becoming a Nation of Readers

This critical review of "Becoming a Nation of Readers" states that the Commission on Reading report contains sensible and practical recommendations, though it is not wholly representative of all the available research on reading and it contains occasional insensitivities to the potential problems within its recommendations. The first chapter of the report describes skilled reading as a process in which good readers use their prior knowledge to construct meaning from the text, thus setting the tone for the remainder of the report, which does not contain much new

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Beginning Reading; Content Area Reading; Creative Activities; Critical Reading; Critical Thinking; Early Reading; Elementary Secondary Education; Instructional Materials; Non English Speaking; Oral Reading; Parent Student Relationship; Prereading Experience; Principals; Questioning Techniques; Reading Aloud to Others; Reading Comprehension; Reading Diagnosis; Reading Games; *Reading Instruction; *Reading Programs; *Reading Strategies; Reading Writing Relationship; Silent Reading; Story Telling; Study Skills; Teaching Methods; Vocabulary Development; Worksheets
IDENTIFIERS- Book Reports; Semantic Mapping; Story Mapping

This series of 22 pamphlets, on a range of reading topics, presents instructional techniques for teaching reading in elementary schools. Each pamphlet provides a brief summary of the topic presented, as well as classroom activities. The following topics are covered: (1) Early Literacy; (2) Writing in the Reading Program; (3) Reading and the Principal; (4) Storytelling in the Reading Program; (5) Critical Reading/Thinking in the Classroom; (6) Vocabulary Development I; (7) Vocabulary Development II; (8) Reading Aloud in the Classroom; (9) Students' Oral and Silent Reading in the Classroom; (10) Creative Book Reports; (11) Components of a Comprehensive Reading Program; (12) Reading and the Non-English Speaking Student; (13) Informal Diagnosis of Reading Problems in the Classroom; (14) Components of a Comprehensive Reading Lesson; (15) Games in the Reading Program; (16) Creative Alternatives to Ditto Sheets; (17) Reading in the Content Areas; (18) Reading Comprehension I--Study Techniques; (19) Reading Comprehension II--Semantic and Story Mapping; (20) Reading Comprehension III--Discussion and Questioning Techniques; (21) Worksheet Selection Tips; and (22) How to Include Parents in the Reading Program. (MM)

ED 295 135 CS 009 169

Coley, Joan Develin; Kapinus, Barbara A.
Vocabulary Learning at Various Grade Levels: Student Perspectives.
PUB DATE- 88
NOTE- 9p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.

March 17-19, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Elementary Secondary Education; Inservice Teacher Education; *Teacher Attitudes; Teacher Education Programs; Teacher Response; Theory Practice Relationship; *Writing Instruction
IDENTIFIERS- *Iowa Writing Project; Writing Attitudes; *Writing Workshops

To examine the ways in which participation in the Iowa Writing Project influenced secondary English language arts teachers, a study surveyed and interviewed teachers who participated in the 1982 and 1985 Iowa Writing Project about their beliefs and practices concerning writing instruction. In addition, case studies and over 70 hours of classroom observation were used to examine the relationship between these teachers' practices and beliefs when they attempted to change their approach to the teaching of writing. Preliminary results indicated that all teachers reported changes--often dramatic changes--in their beliefs about writing and the teaching of writing. Former assumptions, based on viewing writing as a product to be evaluated, were replaced by beliefs in writing as a process. However, as teachers tried to implement those beliefs some dissonance occurred. Teachers identified several factors which they perceived as impediments to teaching as they believe--curricular restraints; a lack of support services; too little room; outsider expectations that grammar instruction results in good writing; schools and communities that value standardized test scores; personal fears; and an awareness that their students may encounter future high school and college instructors who will expect certain skills and forms to have been mastered. Although teachers' beliefs changed after participation in the writing workshop, changes in writing instruction practices were more ambiguous. (Two pages of teacher comments are attached.) (MM)

ED 295 149 CS 211 230

Alparaque, Idrenne
Child and Storying.
PUB DATE- 88
NOTE- 47p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.

The theory's application to journals can show that journal writing is always part of a complex dialogue between students, teacher, and the melee of voices each individual brings to writing and reading. The excerpts from Janet's journal for example, illustrate the nature of the internal/external response process and also the manner in which the teacher's anticipated response determines how conventionally or imaginatively the generic form will be realized. To participate in the response process of journal writing, it is necessary to be the kind of respondent who takes the voices of students seriously and enables them to explore freely their own concerns, to experiment with language, and to break with convention. (MS)

ED 295 163 CS 211 254

Ryan, Timothy
Living Dangerously--Changing Press Law in India.
PUB DATE- Jul 88
NOTE- 38p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (71st, Portland, OR, July 2-5, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Censorship; Colonialism; Democracy; Foreign Countries; *Freedom of Information; *Freedom of Speech; Government Role; Information Dissemination; Legislation; Media Research; *Newspapers; Press Opinion
IDENTIFIERS- Critical Analysis; Historical Background; *India; Media Government Relationship; Nineteenth Century History; *Press Law; Press Role; Twentieth Century History

An examination of the changes in press laws after India gained its independence in 1947 shows how a free press is shaped mostly by the structure and evolution of the democratic society that it is intended to serve. The most salient features that have characterized the Indian press, from the early nineteenth century to the present day, are political opposition and reaction to a number of laws with regard to the media that India inherited from Great Britain (for example, registration of books, newspapers, and periodicals). Prior to independence several bodies of legislation shaped the tenor of the increasing tension between the press and government. In 1947, the new constitution superseded all previous to 1980, most universities reported that faculty often resist measurement of student achievement because it might imply poor teaching rather than lackluster student achievement. In addition, faculty resent the rush, lack of pretesting, and difficulty in determining appropriate passing scores that locally produced instruments might create. Findings also revealed that a small group of schools utilize alumni job surveys. (Sixteen references are attached, as well as three tables of data resulting from previous studies.) (ARH)

ED 295 176 CS 211 269

Ervin, R. Ferrell
A Matter of Risk: The Police, the Media, and Crime Reporting.
PUB DATE- Jul 88
NOTE- 26p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (71st, Portland, OR, July 2-5, 1988).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Attitude Measures; *Crime; Journalism; *Law Enforcement; Media Research; *News Media; *News Reporting; *Police; Police Community Relationship; Q Methodology
IDENTIFIERS- Law Enforcement Agencies; Media Relations; Media Responsibility; *Media Role; *Police Opinion Questionnaire

Research has shown that crime news has consistently been listed as important in the lives of the United States citizenry and has diagnosed the relationship between the societal roles of law enforcement and media as "cool" or hostile. In an effort to review the perceived perceptions of law enforcement personnel to crime coverage, subjects, 299 law enforcement officers attending the Federal Bureau of Investigation National Academy, were given questionnaires. Initial findings revealed that law enforcement personnel could be grouped by their perceptions into three broad categories: (1) some officers (114) viewed the media as giving a distorted view of crime news and the law enforcement officer; (2) some officers (97) saw a societal value in crime coverage and urged cooperation despite problems in the newspaper's coverage of crime; while (3) other officers (88) felt there was a deliberate effort on the part of the reporter to discredit law enforcement and law enforcement personnel. However, findings also showed that officers

EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Freshman Composition; Higher Education; *Program Evaluation; *Word Processing; Writing Apprehension; *Writing Improvement; Writing Processes; Writing Skills
IDENTIFIERS- Collaborative Writing; Writing Attitudes

A program evaluation was undertaken at Southern Illinois University (Carbondale) to assess the broad, measurable effects of using computers to teach introductory college composition. Twenty-four classes were studied--twelve control classes and twelve experimental--with the experimental computer classes meeting in the lab for half of their instructional time. Data on the success of the program were collected from a range of sources: pre- and posttests of student writing under both impromptu and take-home conditions; pre- and posttests of writing anxiety; records on attendance, tardiness, withdrawals, and homework and essay assignment completion; end-of-term course evaluation by both teachers and students; and self-report data collected from teacher meetings and teacher logs. Results favored the use of computers, with computer students revising and improving their posttest essays (especially discourse-level features) at levels that are significantly better than regular students. Those students in experimental sections who chose to compose on computers at the end of the term outperformed the group as a whole and performed significantly better than those experimental students who chose to compose with pen and paper. Attitudinal data from both students and teachers also favored the use of computers. (Seven tables of statistical data are included and 20 references are appended, as well as handouts giving topics for pre- and posttests). (Author/ARH)

ED 295 192 CS 211 286

Litton, Joyce A.
How To Be a Young Member of the Middle Class: Socialization in the Novels of Judy Blume.
PUB DATE- Mar 88
NOTE- 14p.; Paper presented at the Annual Meeting of the Popular Culture Association (18th, New Orleans, LA, March 23-26, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Other/Miscellaneous (Not Classifiable Elsewhere) (999)

ED 295 205 CS 211 302

Coulson, David C.
Editors' Attitudes and Behavior toward Journalism Awards.
PUB DATE- Jul 88
NOTE- 17p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (71st, Portland, OR, July 2-5, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Awards; *Editors; Journalism; Motivation; *Newspapers; Press Opinion; Professional Development; *Professional Recognition; Rewards
IDENTIFIERS- *Journalists

To begin to pinpoint the forces at work in prize journalism, a study examined the value that managing editors of daily newspapers place on awards. Whether editors agree with their papers' awards policies and what they feel most affects reporters' attitudes about contests were also explored. In October 1984, questionnaires were mailed to 317 managing editors randomly selected by circulation size from the 1984 "Editor and Publisher Yearbook," yielding 157 replies. Results showed that most newspapers in this study had policies, usually informal, that encouraged prize seeking. The largest papers were most likely to have formal awards policies, while lack of policy was most prevalent among the smallest papers. Most editors concurred with their papers' policies on contests. Increased prestige for the newspaper and for the reporter were regarded by most editors as among the greatest benefits of journalism awards, but only half of the editors considered proof of excellence as a primary value of competitions. (Twenty-three notes are attached.) (ARH)

ED 295 206 CS 211 303

Coulson, David C.; Gaziano, Cecilie
How Journalists at Two Newspapers View Good Writing and Writing Coaches.
PUB DATE- Jul 88

College Student Attitudes toward High School Journalism and Other Language Arts Experiences.

PUB DATE- Jul 88
NOTE- 47p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (71st, Portland, OR, July 2-5, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *College Students; Curriculum Evaluation; Higher Education; High Schools; *Instructional Effectiveness; Journalism Education; *Language Arts; Minimum Competencies; *Student Attitudes; Surveys; Writing Instruction; Writing Skills

Examining high school language arts experiences, a study surveyed 2,687 randomly selected students from 18 colleges in 14 Midwestern states who had taken the American College Testing (ACT) tests in high school. Responses were received from 558 students (a 21% response rate), with a high ratio of generally academically superior and non-minority female students. Respondents answered a 29-item survey concerning 29 essential competencies considered crucial to the language arts programs in secondary schools (including the ability to organize writing for a specific purpose, and the ability to edit the writing of others). For each of the competencies, students were asked to rate their experiences in the three areas that applied to their high school language arts classes--standard (required) English, journalism courses, and other English electives (speech, drama, creative writing, etc.). Students also responded to an open-ended question asking for suggestions for high school language arts teachers. Results revealed that, when compared to students with no high school journalism experience, students who took at least one journalism course rated it as fulfilling the general language arts competencies better in 16 of the 29 competencies. When the competencies were collapsed into six categories, students rated journalism courses superior in four of them: writing, editing, gathering/use of sources, and affective domain. On the open-ended question, among the most-mentioned of college students' suggestions for high school language arts teachers were to: (1) teach basic writing skills; (2) develop and encourage various writing styles; and (3) assign more writing. (Four tables of data are included, and a survey cover letter, sample survey, and 20 footnotes are appended.) (MM)

ED 295 220 CS 211 325

LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Research/Technical (143)
DESCRIPTORS- *Advertising; *Audience Analysis; Demography; *Marketing; Mass Media Effects; Merchandising; News Media; *Television Commercials; Television Surveys; Television Viewing
IDENTIFIERS- Advertising Effectiveness; Audience Awareness; *Benefit Segmentation; Demographic Projections; *Local News; Television News

Because local television news appears to be resilient to audience erosion, programmers may find it beneficial to develop strategies that are accommodating to the interests of audience segments. This also suggests that advertisers may communicate more effectively with consumers sorted according to benefit orientation. After telephone interviews were conducted to generate a set of statements pertaining to local television news, subjects, 508 respondents interviewed in two midwestern shopping malls, were given a five-point Likert scale pertaining to the statements. Cluster analysis was used to classify objects or variables into groupings. Results demonstrated that the means are available to define and evaluate systematically the composition of segments for television news, specifically that: (1) audiences can be sorted into discrete benefit-oriented segments; (2) benefit-based segments can be linked to specific product types or categories; and (3) certain demographic characteristics can be linked to the benefit segments. (One table of data and three figures are included, and 24 references are appended.) (MS)

ED 295 234 CS 506 172

Renaud, Jean-Luc
The Evolving Nature of the International Telecommunication Union: The Convention as Agent of Change.
PUB DATE- Aug 87
NOTE- 21p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (70th, San Antonio, TX, August 1-4, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Appropriate Technology; Change Agents; Change Strategies; Contracts; *Developed Nations; *Developing Nations;

ED 295 247 CS 506 191

Berland, Theodore
Book Publishing in America, 1987. Niche Books as a Solution to the Culture vs. Commerce Dilemma.
PUB DATE- 88
NOTE- 21p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Books; *Cultural Influences; *Editors; Marketing; *Popular Culture; *Publishing Industry
IDENTIFIERS- *Book Sales; *Niche Books

Critics of book publishing have over the centuries decried it as an enterprise of declining literary quality and increasing commercialism catering to the lowest tastes of mass culture. Yet a careful review of the data shows otherwise, that in America more people are reading more books about more serious subjects than ever before. However, publishing houses are changing, to keep up with changes in society and in its intellectual and commercial markets. A study looked at five national book publishers, of different complexions, all located in metropolitan Chicago: The University of Chicago Press, Bonus Books, Contemporary Books, Scott Foresman's AARP Books, and Publications International. The data, derived from in-depth interviews with top executives of each of these houses, indicated that: (1) publishing executives are deeply aware of their role in transmitting culture and information to readers; (2) a profit motive drives all publishing executives, even those working for not-for-profit publishers; (3) there is no conspiracy among publishers to replace high-culture, low-selling books with low-culture, high-selling books; (4) the role of book publishing in American society is changing, but change does not mean deterioration; and (5) the current trend in book publishing is exploiting niches in the intellectual and commercial markets and filling them. (Thirty references are appended.) (Author/MS)

ED 295 248 CS 506 192

Scarfo, Lauranell; Rogus, Mary T.
Personality and Situational Factors Influencing the Advertising Sales Interaction.

communication and how to change those beliefs; and (3) goal setting--a five step procedure in which students turn abstract goals into specific plans for behavior. (Thirty references, along with assessment inventories for types of communication concerns, directions for alleviation techniques, and a list of materials are attached.) (ARH)

ED 295 261 CS 506 211

Stroman, Carolyn A.; And Others
Twenty Years Later: The Portrayal of Blacks on Prime-Time Television.
PUB DATE- Jul 88
NOTE- 22p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (71st, Portland, OR, July 2-5, 1988).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Blacks; Black Stereotypes; *Broadcast Television; Comparative Analysis; *Mass Media Effects; Popular Culture; Racial Bias; Television Research
IDENTIFIERS- Kerner Commission Report; *Prime Time Television; Situation Comedies; Television Networks

In light of the Kerner Commission's (1968) recommendations that Blacks be included more frequently on television and in a diversity of roles, a study examined how the portrayal of Blacks on television has changed since 1968 and how Blacks are currently portrayed in commercial television series. Samples of all national network commercial television series containing a regular Black character and aired during prime time in the 1987-1988 Fall season were videotaped and utilized in the analysis. This resulted in 26 shows, featuring 58 recurring Black characters. Variables coded included two types of information: characteristics of individual characters--such as age, gender, occupation, type of role played; and characteristics of individual programs--such as type of program (comedy, drama, adventure), type of setting, location of setting, and racial composition of the setting. Results indicated that a more positive portrayal of Blacks is emerging. Major findings include the following: (1) Black males and females were nearly equally represented, and Blacks were likely to appear on prime-time television; (2) Black characters were likely to appear in a situation comedy as a generally competent member of a middle class,

ED 295 274 CS 506 228

Hertog, James K.; McLeod, Douglas M.
Anarchists Wreak Havoc in Downtown Minneapolis: A Case Study of Media Coverage of Radical Protest.
PUB DATE- Jul 88
NOTE- 29p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (71st, Portland, OR, July 2-5, 1988).
GRANT- MH-39610
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Activism; Democracy; *Demonstrations (Civil); Dissent; Law Enforcement; Mass Media Effects; *Mass Media Role; *News Media; *Political Issues; *Press Opinion; Social Action
IDENTIFIERS- *Anarchism; *Media Bias; Media Coverage; Minnesota (Minneapolis); Radical Movements; Social Movements

Media in democratic societies are generally assumed to have a responsibility to provide a forum for the articulation of diverse ideas, including radical discourse. Research on media coverage of groups which challenge the status quo, however, shows the limitations of the media in the democratic exchange of ideas. To evaluate the coverage of one of these "deviant" groups, an analysis focused on news coverage of two recent anarchist marches in downtown Minneapolis, Minnesota. Articles and television coverage from local newspapers and television stations were analyzed to determine the rhetoric used to describe the marches, the sources of information cited by the media, and the ideological frames of reference used to structure elements of the story. Results showed that the media (1) covered the anarchist marches in Minneapolis with a pro-establishment orientation; (2) tended to "marginalize" the group by focusing on the group's violence and appearance, as opposed to the issues being raised; and (3) framed the marchers as being in opposition to law enforcement instead of to government and big business. In addition, research on other newspapers shows that to gain exposure to a diversity of viewpoints on social protest, which includes thorough discussion of the issues being raised, it is necessary to go outside mainstream media accounts of social movements. (Sixteen notes are included.) (MS)

Holmes, C. Thomas; Brown, Carvin L.
A Plan for Conducting a Comprehensive Wage and Salary Study.
PUB DATE- 87
NOTE- 21p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Elementary Secondary Education; *Salaries; *Salary Wage Differentials; *School Districts; *School Personnel; *Wages

Successful salary and wage studies require the establishment of a study team, access to documentation, and the participation of school district personnel. Team leadership can be supplied by the personnel department or by the use of a consultant. If only consultants are employed, a steering committee should be established to furnish information to all personnel. The first phase of Part 1 of the suggested plan involves a review of the documentation and preparation for the subsequent studies; the second phase involves an analysis and rating of the positions and an assessment of function placement; the third phase involves the insertion of jobs into salary and wage schedules or into sections of a unified salary and wage schedule; and the fourth phase involves the classification of job descriptions. In the first phase of Part 2, the salary, wage, and classification data are gathered and examined; in the second, salary and wage schedules are developed; and in the third, jobs are inserted into salary and wage schedules or into sections of a unified salary and wage schedule. The first and second phases of Part 3 involve the development of a management plan; the second two involve the development of a method for salary compensation. One figure is included. (RG)

ED 295 288 EA 020 012

Goodman, Leroy V., Ed.
The Education Almanac, 1987-1988. Facts and Figures about Our Nation's System of Education. Third Edition.
National Association of Elementary School Principals, Alexandria, VA.
PUB DATE- 87
NOTE- 343p.; For second edition, see ED 264 638.
AVAILABLE FROM- Publication Sales, National Association of Elementary School Principals, 1615 Duke Street, Alexandria, VA 22314 (Stock No. EA 03; $20.00 plus $3.00 shipping and handling; quantity

State" (O. E. Maravanyika). Part 5 ("Management Training") contains the following chapters: "Recent Trends in Management Training for Head Teachers: A European Perspective" (Tony Bailey); "Can Educational Management Learn from Industry?" (Elisabeth Al-Khalifa); "Training for School Management in the Third World: Patterns and Problems of Provision" (Paul Hurst and Susie Rodwell); "The National Development Centre for School Management Training" (Ray Bolam); "Interstudie SO: School Management Development in the Netherlands" (Kees J. M. Gielen); and "The National Institute of Educational Management, Malaysia" (Chew Tow Yow). Part 6 ("Reflections") contains "From Leadership Training to Educational Development: IMTEC as an International Experience" (Per Dalin); and "IIP 66: Source of an Operating Manual for Educational Administration on Spaceship Earth?" (William G. Walker). Part 7 contains a bibliography (Biddy Niblett and Mike Wallace) as well as biographical notes on editors and contributors, an author index, and a subject index. Each chapter contains a summary and a list of references. (MLF)

ED 295 301 EA 020 049

Arter, Judith A.
Assessing School and Classroom Climate. A Consumer's Guide.
Northwest Regional Educational Lab., Portland, Oreg.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Apr 87
NOTE- 80p.
CONTRACT- 400-86-0006
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Achievement; *Classroom Environment; *Educational Environment; Elementary Secondary Education; *Measurement Techniques; Outcomes of Education; School Effectiveness

School and classroom climate is often cited in effective schools research as being important for student achievement. This consumer guide is intended to help educators evaluate their own educational climate by providing reviews and descriptions of the major tests and surveys used to assess climate. Section 2 presents reasons for

University, Geelong, Victoria 3217, Australia (Stock No. EDD433M03; $12.50 Australian; quantity and educational discounts).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Collected Works - General (020)
DESCRIPTORS- *Catholic Schools; *Educational Anthropology; Elementary Secondary Education; Ethnography; Foreign Countries; Ideology; *Marxian Analysis; Parochial Schools; *Politics of Education; Religious Education; Social Class; *Social Stratification
IDENTIFIERS- *Australia (Victoria)

This monograph presents a fictionalized case study of a real Catholic school in Australian society, Christian Brothers College (C.B.C.), which illustrates the manner in which "forces" for both continuity and change are negotiated at C.B.C. After a brief introduction, the volume opens with four thematic papers by separate authors, followed by an extensive ethnographic study of the C.B.C. situation. The four papers are as follows: (1) "Christian Brothers College: A View from Overseas," by Louis M. Smith; (2) "Continuity and Change in the Brothers' Educational Mission," by Lawrence Angus; (3) "Cultural Reproduction of the Labor Market: Work Experience at C.B.C.," by Peter Watkins; and (4) "Reproduction and Contestation: Class, Religion, Gender, and Control at Christian Brothers College," by Richard J. Bates. The subsequent ethnographic study first identifies three main themes: C.B.C. and religious education; administration, authority relations, and pupil control; and education and social mobility. Subsequent topics, analyzed in depth, include reproduction and transformation at C.B.C., social mobility, C.B.C. schooling and access to the job market, C.B.C. and the competitive academic curriculum, the hegemonic curriculum and cultural politics, individual autonomy within institutional control, authority and autonomy at C.B.C., and confronting the future. An annotated bibliography is included. (TE)

ED 295 315 EA 020 076

McCarthy, Martha M.
Religious Challenges to the Public School Curriculum. Policy Memo Series No. 3.
Consortium on Educational Policy Studies, Bloomington, IN.
SPONS. AGENCY- Lilly Endowment, Inc., Indianapolis, Ind.
PUB DATE- Mar 88

though it has subsequently become a concern of the central government. Subsequent topics include the growth of federal intervention from 1901 to 1963, the revival of Commonwealth intervention after World War II, the federal handout to primary and secondary schooling from 1963 to 1972, the policies of the Australian Labor Party (1972-1973), and Commonwealth influence in education after Whitlam (1975 to the present). An interpretive conclusion analyzes the political significance of the central government's expanded role in contemporary Australian education. Five readings comprise the second half of the volume: (1) "Education and Capitalism"; (2) "Create Your Own Compliance: The Karmel Prospect"; (3) "After the Divided Curriculum"; (4) "Participating in Nothing: New Moves in Education"; and (5) "Education: Controlling the Participants." An annotated bibliography is included. (TE)

ED 295 327 EA 020 091

Bates, Richard
Public Administration and the Crisis of the State. ESA844, Administrative Context of Schooling.
Deakin Univ., Victoria (Australia).
REPORT NO.- ISBN-0-73-00212-8
PUB DATE- 85
NOTE- 121p.; For related documents, see EA 020 080-081 and EA 020 092-094.
AVAILABLE FROM- Publication Sales, Deakin University Press, Deakin University, Geelong, Victoria 3217, Australia (Stock No. ESA844M05; $12.50 Australian; quantity and educational discounts).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Collected Works - General (020) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Administrative Principles; *Bureaucracy; Capitalism; Democracy; Elementary Secondary Education; Foreign Countries; Ideology; *Liberalism; *Marxian Analysis; Marxism; Political Socialization; *Politics of Education; Social Values

This volume is part of a series of monographs from Australia devoted to outlining an alternative approach, based on neo-Marxist concepts, to educational administration. Beginning with a discussion of the contested relationship between the individual and the state, the politics of administration is set within the debate

School District Spending; *School Size; School Surveys; Vacation Programs; *Year Round Schools
IDENTIFIERS- *Colorado (Jefferson County)

Enrollment growth and a lack of classroom space influenced the school district of Jefferson County, Colorado, to consider a year-round school program. A study committee decided that a plan called Concept 6 was the most appropriate for addressing local needs. Under Concept 6, there would be six instructional terms; students would attend school for four terms and be on vacation for two terms; students would have access to the whole curriculum all year; three vacation plans would be offered; and 50 percent more classroom space would be provided through balancing the vacation choices of students. In 1972, a survey indicated where the program should be tested and revealed that most parents and practitioners supported the program. Advisory committees advised each other, identified concerns, responded to implementation plans, and helped to distribute information. A central coordinating committee helped coordinate plans for the program. During the pilot program, an evaluation validated the year-round program as an alternative for meeting classroom space needs. Eventually, all K-12 schools in the district adopted the year-round program; then, as enrollment growth receded and the taxpayers' refusal to support school construction ceased, schools started returning to the traditional school calendar. When employing year-round programs, practitioners should communicate their objectives and successes, select staff that will support the program, and obtain administrative support. (RG)

ED 295 341 EA 020 155

Elementary and Secondary Education Indicators in Brief, 1987.
Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- IS-87-106
PUB DATE- 87
NOTE- 73p.; Contains foreword by Chester E. Finn, Jr., Assistant Secretary and Counselor to the Secretary, Department of Education.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTORS- *Educational Assessment; *Educational Quality; Educational Resources; *Elementary Secondary Education; Government Publications; *Outcomes of Education; *School Statistics; Tables (Data)

NOTE- 25p.; In: Linking Programs and Resources for Rural Special Education. Proceedings of the Annual National Conference of the American Council on Rural Special Education; see EC 202 583.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Competency Based Teacher Education; *Cooperating Teachers; *Disabilities; Education Majors; Higher Education; Master Teachers; *Practicum Supervision; Preservice Teacher Education; Rural Areas; Special Education; *Student Teacher Evaluation; *Student Teaching; Supervisory Methods; *Supervisory Training; Teacher Certification

Students at West Virginia University pursuing teaching certification in special education in the areas of mental retardation, learning disabilities, or behavior disorders complete a practicum experience. As many of the students are off-campus in rural areas and are employed full-time in teaching positions, a heavy demand was created for non-traditional practicum experiences. Development of on-the-job practicum experiences ameliorated the situation, but in turn created a need for supervision that could not be met by existing faculty resources. A program was developed to train cooperating master teachers as practicum supervisors, capitalizing on their years of training and experience and their knowledge of administrative policies, available resources, and contact persons. To increase their effectiveness, the cooperating teachers receive direct instruction in skills for observing lessons, providing feedback, and evaluating teaching performance, during an orientation session which includes discussions and simulations. A practicum handbook was written to summarize all requirements, procedures, and forms needed to document and evaluate practicum student competencies. Observation and evaluation forms include a practicum competency validation form, lesson observation form, weekly progress form, cooperating teacher time log, summary evaluation, and practicum evaluation. Several issues of concern are outlined. (JDD)

ED 295 355 EC 202 591

Frame, Ron
Volunteer Skills Data System.
PUB DATE- Mar 87
NOTE- 18p.; In: Linking Programs and Resources for Rural Special

ED 295 368 EC 202 804

Early Intervention Project. Summary Report, Narrative Report and Supplemental Report.

Maine Interdepartmental Coordinating Committee for Preschool Handicapped Children.; Maine State Dept. of Mental Health and Mental Retardation, Augusta.; Mid-Maine Medical Center, Waterville.

SPONS. AGENCY- Office of Special Education (ED), Washington, D.C. Handicapped Children's Early Education Branch.

PUB DATE- Sep 87

NOTE- 78p.

GRANT- G008400798

LANGUAGE- English

EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Agency Cooperation; Clinical Diagnosis; Community Health Services; Cooperative Planning; Coordination; *Delivery Systems; Demonstration Programs; *Disabilities; Handicap Identification; *High Risk Persons; Home Visits; Infants; *Interdisciplinary Approach; Intervention; Prevention; Young Children

IDENTIFIERS- *Early Intervention

The objectives and activities of a 3-year preventive intervention program are described. The project's goal was to demonstrate a comprehensive, coordinated interagency model of preventive intervention for birth to 3-year-old handicapped or at-risk infants and young children. Following an in-hospital screening process of infants delivered at Mid-Maine Medical Center, home visits were made to confirm or negate any suspected risks or handicaps. Identified infants and their families residing in the four-town project area were then referred to the project's interdisciplinary Service Assessment Team for development of a case plan and delivery of services. The report focuses on difficulties in the design and conduct of the project in relation to such issues as interagency collaboration and communication, parental acceptance of project services, hospital screening, prenatal assessment, home visits, and the Service Assessment Team referral process. Among conclusions reached were that any philosophical issues involved in determining which discipline(s) should be involved in the home visit component of the assessment process should be resolved, and that the participating hospital must have full involvement in planning and must endorse the project fully, prior to its beginning. (JW)

ED 294 990 CE 049 883

Charters, Alexander N.; Vaughn, Betty Jane
A Retrospective View: Looking to the Future. Syracuse University Resources for Educators of Adults.
Syracuse Univ., N.Y. Publications Program in Continuing Education.
REPORT NO.- SUPCE-MSS-32
PUB DATE- Jan 86
NOTE- 87p.
AVAILABLE FROM- Syracuse University Publications in Continuing Education, Huntington Hall, Syracuse, NY 13244-2340.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Historical Materials (060) Reference Materials - Bibliographies (131)
DESCRIPTORS- *Adult Education; *Adult Educators; Citations (References); Continuing Education; *Educational History; Educational Philosophy; *Educational Resources; *Foundations of Education; Higher Education; Postsecondary Education; Research Projects
IDENTIFIERS- *Syracuse Univ Publications in Continuing Educ NY; *Syracuse Univ Resources for Educators of Adults NY

This document describes the history of and lists documents available from the Syracuse University Resources for Educators of Adults (SUREA) and the Syracuse University Publications in Continuing Education (SUPCE). The history describes in detail the founding of SUREA and the work of the persons who were instrumental in its development. It also describes the beginning of SUPCE and lists documents available in its files. Copies of journal and newspaper articles describing the programs also are included in this report. (KC)

ED 294 991 CE 049 946

Straesser, Rudolf
Mathematics in Adult, Technical and Vocational Education including Distant Education. Pre-Conference Paper for Action Group 7 of the International Congress on Mathematics Education (6th, Budapest, Hungary, July 27-August 3, 1988). Occasional Paper 97.
Bielefeld Univ. (West Germany).

ED 295 005 CE 050 191

Citizenship and National Service. A Blueprint for Civic Enterprise.
Democratic Leadership Council, Washington, DC.
PUB DATE- May 88
NOTE- 75p.
AVAILABLE FROM- Democratic Leadership Council, 499 South Capitol Street, Suite 412, Washington, DC 20003 ($5.00).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Citizen Participation; Cost Effectiveness; *Educational Vouchers; Federal Legislation; Federal Programs; Job Training; Postsecondary Education; *Program Proposals; *Public Service; State Programs; *Student Financial Aid; *Volunteers
IDENTIFIERS- *National Service

A program of voluntary national service intended to create new opportunities for citizens to serve their country and each other is proposed by the Democratic Leadership Council. The proposed program would create a Citizens Corps, essentially a new GI Bill, expanded to include civilian as well as military service to the nation. It would be voluntary but strongly encouraged by federal education, job training, and housing benefits. The Citizens Corps would offer, in return for one or two years' service at subsistence wages in either civilian or military service, vouchers worth substantial federal aid for college, vocational or job training, or housing. Under the Citizens Corps, national service vouchers would replace existing grants and loans as the primary source of federal aid to students. Although the chief focus would be on youth service, the Citizens Corps would also enlist a limited number of volunteers over 65 at a modest hourly wage to do administrative and clerical work within the Citizens Corps. The Citizens Corps would be a highly decentralized network of community service projects. The cost for the program is estimated at about $5 billion. (KC)

ED 295 006 CE 050 192

LANGUAGE- English
EDRS Price - MF01/PC13 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Reports - Research/Technical (143) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Adult Development; *Adult Education; *Adult Learning; *Beliefs; Developmental Psychology; Higher Education; *Moral Development; Religion; *Religious Education; Social Science Research

This volume presents materials related to a symposium that addressed adult faith development. Chapters 1 and 2 provide background information on this topic and an overview of the symposium. Chapter 3 contains the hypotheses paper by Charles Bruning and Kenneth Stokes that was the basic document of the symposium. It provides a review of the literature of the fields of faith development and the adult life cycle and the interface between them, presents some fundamental concepts, and suggests possible hypotheses for research. Chapters 4-8 are critiques of the hypotheses paper. Titles are "An Adult Educator's Reflections" (Malcolm Knowles); "Responses from an Adult Development Perspective" (Winston Gooden); "Response from the Moral Development Perspective" (Mary Wilcox); "Responses from the Religious Education Perspective" (Gabriel Moran); and "Stages of Faith and Adults' Life Cycles" (James Fowler). Chapters 9-15 are commentaries or reflection papers on the authors' symposium experiences. They include "A Sociological Perspective" (Robert Wuthnow); "A Clinical Psychologist's Perspective" (Richard Shulik); "Faith Stances, Imagination, and Campus Ministry" (Paul Johnson); "Higher Education as a Resource" (Barbara Pelowski); "A Symposium: Creative Tension at Play" (Linda Vogel); "Implications for Adult Religious Education" (Joan Cronin); and "Faith Development and Theological Education" (William Phillips). An appendix discusses the project that led to the symposium and this book. (YLB)

ED 295 020 CE 050 211

Faith Development in the Adult Life Cycle. The Report of a Research Project.
Faith Development in the Adult Life Cycle, Minneapolis, MN.
SPONS. AGENCY- Religious Education Association, New Haven, CT.
PUB DATE- 87
NOTE- 245p.; For related proceedings, see CE 050 210.
LANGUAGE- English

ED 295 034 CE 050 244

Thomson, Peter
The School of Hard Knocks. A Study on the Assessment of Experiential Learning.
TAFE National Centre for Research and Development, Payneham (Australia).
PUB DATE- 88
NOTE- 92p.; For a summary report, see CE 050 243. Portions are printed on colored paper.
AVAILABLE FROM- Nelson Wadsworth, P.O. Box 4725, Melbourne, Victoria 3001, Australia ($14.00).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Adult Education; Credits; Evaluation Criteria; *Evaluation Methods; *Experiential Learning; Foreign Countries; Interviews; *Nonformal Education; Portfolios (Background Materials); *Prior Learning; *Student Certification; Student Evaluation
IDENTIFIERS- *Australia

Australia's tertiary institutions and licensing authorities that control the right to work in various trades and professions have largely ignored the need for procedures and processes to recognize formally the knowledge that people gain in their life experiences. For this reason, the issue of assessing adult learners' life experiences for the purpose of granting them exemptions from various course work was studied and a model for conducting such assessments was developed. Persons seeking certification submit portfolios and participate in assessment interviews. A panel of experts in the field in which exemption is being sought assesses candidates' portfolios and conducts a structured interview to assess their performance. The portfolio assessment involves checking the relevance of the competencies claimed against the outcomes of the courses from which exemption is being sought and classifying the work presented against rating scales. Candidates having satisfactory interviews and portfolios are first granted provisional exemption. Final ratification of the exemption is after a provisional period during which candidates undergo on-the-job assessment. (This report includes extracts from the portfolio of a woman seeking exemption from course work in child care, syllabus information about the courses from which she is seeking exemption, and a bibliography.) (MN)

that present programs of agriculture should be maintained but that admittance procedures should be strengthened, student teaching should be improved, inservice education courses should be implemented, and more teachers should have high school teaching experience. Recommendations for program improvement were made based on the findings of the study. (KC)

ED 295 048 CE 050 310

Kinter, Ona Kay; Steczak, Cheryl
Assessment of the Impact of the Exemplary Program Project for Vocational Education. (Identification, Dissemination and Replication--1983 to 1986). Final Report.
Pittsburgh Univ., Pa. School of Education.
SPONS. AGENCY- Pennsylvania State Dept. of Education, Harrisburg. Bureau of Vocational and Adult Education.
PUB DATE- Dec 87
NOTE- 406p.; Appendixes E-4 and E-5 are printed on colored paper.
LANGUAGE- English
EDRS Price - MF01/PC17 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Case Studies; *Demonstration Programs; *Educational Research; Information Dissemination; Motivation; Program Development; Program Effectiveness; *Research Utilization; *Statewide Planning; *Theory Practice Relationship; *Vocational Education
IDENTIFIERS- Impact Studies; *Pennsylvania

A study examined the success of the Pennsylvania Department of Education's Exemplary Program Project for Vocational Education in implementing and replicating exemplary vocational education programs, disseminating information about successful programs to local education agencies, and motivating school officials and teachers to develop or replicate additional exemplary programs. Data for the evaluation were obtained from questionnaires administered to teachers and administrators of all 42 exemplary and 33 replication programs that had been funded under the Exemplary Program Project as well as from site visitations to 11 of the exemplary and 6 of the replication programs. Detailed conclusions were then developed with respect to the following program characteristics and outcomes: target population served, the benefits of exemplary status to a vocational education program, the benefits to schools in which exemplary programs are located,

Teenage Victims: A National Crime Survey Report.
Department of Justice, Washington, D.C. Bureau of Justice Statistics.
REPORT NO.- NCJ-103138
PUB DATE- Nov 86
NOTE- 21p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Adolescents; *Age Differences; *Crime; Criminals; Racial Differences; Sex Differences; Trend Analysis; *Victims of Crime
IDENTIFIERS- *National Crime Survey

The information in this report on teenage victims of crime is based on data obtained from the National Crime Survey for the years 1982 through 1984. The introduction summarizes crimes against teenagers, highlighting numbers, rates of victimization, and differences in crimes against teenagers and adults. These topics are discussed in detail: (1) victimization rates; (2) trends in types of crimes committed against teenagers; (3) crime characteristics, including the use of weapons in crimes, self-protective measures, injuries and medical care, and number of victims and offenders; (4) offender characteristics, including the relationship to victim, sex of offenders, race of offenders, and age of offenders; (5) rates of reporting crimes to the police; and (6) methodology of the National Crime Survey including definitions of terms and reliability of comparisons. Results are discussed which showed that teenagers had higher annual violent and theft crime victimization rates than did adults; older teenagers had higher violent crime victimization rates than did younger teenagers; male teenagers had higher violent and theft crime victimization rates than did female teenagers; and black teenagers had higher violent crime victimization rates than did teenagers of other racial groups. One figure and 18 tables illustrate the document. (ABL)

ED 295 063 CG 020 803

Catastrophic Health Insurance. Hearing before the Committee on Finance. United States Senate, One Hundredth Congress, First Session. Part 1 of 3.
Congress of the U.S., Washington, D.C. Senate Committee on Finance.
REPORT NO.- Senate-Hrg-100-169-Pt-1
PUB DATE- 28 Jan 87
NOTE- 126p.; For Part 2 of the Hearing, see CG 020 804.

Three integrated learning activities for science/biology and healthful living are presented. The science/biology goal is understanding the biology of humans. Healthful living goals include analyzing drug and alcohol use in terms of need fulfillment and personal goals, demonstrating knowledge of factors affecting the health of mother and child, understanding the relationship between life style and health status, and being aware of services for drug-related problems. Each of these activities lists goals, content summary, resources, activity, and assessment. A curriculum integration activities feedback form and blank suggested activity forms are included. A summary of North Carolina laws and punishments on driving while intoxicated or under the influence of drugs is included. Information bulletins on these topics are provided: (1) the shared responsibility of drug and alcohol education; (2) alcohol; (3) amphetamines; (4) cocaine; (5) confidentiality requirements for school personnel; (6) depressants; (7) drugs and you; (8) fetal alcohol syndrome; (9) hallucinogens; (10) inhalants; (11) legal information for school personnel regarding student alcohol or drug use; (12) Lysergic Acid Diethylamide; (13) marijuana; (14) nicotine/cigarettes; and (15) steroids. (ABL)

ED 295 077 CG 020 817

Alcohol and Drug Prevention Curriculum Resource Guide Grades 10-12: Communication Skills--English IV.
North Carolina State Dept. of Public Instruction, Raleigh. Alcohol and Drug Defense Program.
PUB DATE- 88
NOTE- 51p.; For related documents, see CG 020 816 and CG 020 818.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Alcohol Abuse; *Alcohol Education; Communication Skills; *Curriculum Guides; Drinking; Drug Abuse; *Drug Education; English Instruction; High Schools; *Prevention

This curriculum resource guide on alcohol and drug prevention provides suggested activities for teachers of grades 10 through 12. Four integrated learning activities for communication skills/English IV and healthful living are presented. Communication skills/literature goals include experiencing young adult literature, using effective techniques to speak clearly and

ED 295 092 CG 020 832

Cowart, Marie E.; Pellett, Kathleen
Topics on Aging: Publications and Research of the Faculty and Graduates of Florida State University 1982-1987.
Florida State Univ., Tallahassee. Inst. on Aging.
PUB DATE- Dec 87
NOTE- 97p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reference Materials - General (130)
DESCRIPTORS- *College Faculty; *Gerontology; *Older Adults; *Publications; *Research; *Scholarly Journals

This publication was created in order to share with the university community and the general public some of the scholarly interests and accomplishments in the field of aging that currently exist at the Florida State University. It lists research and publications relevant to gerontology completed by 50 individual faculty members from 26 departments, programs, or schools at Florida State University. Descriptions of selected dissertations of doctoral graduates are also included. The list is divided into four parts. The first part, Funded Research, lists 38 research projects conducted by Florida State University faculty in several areas, including hypothermia, caregiving, mortality, changes which accompany aging, homelessness, mental health, older women, retirement, economics, and health services. Each entry includes the title, faculty member doing the research, effective dates of the project, a brief description of the research, and the funding source. The second part of the listing includes 40 books, monographs, and special reports by faculty members. Entries in this section include the title and date of the document, authors and affiliations, and a brief abstract. Part III lists titles, dates, authors, journals, and annotations for 77 journal articles. The final section lists 22 dissertations. All entries in the document are from the years 1982 through 1987. (NB)

ED 295 093 CG 020 833

ED 295 106 CG 020 846

Rolle, George E.; And Others
Teenage Pregnancy: Issues and Strategies for School Counselors.
PUB DATE- Oct 87
NOTE- 13p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Counselor Role; *Developmental Programs; *Early Parenthood; *Pregnancy; *Prevention; *Program Effectiveness; *School Counselors; Secondary Education; Sex Education
IDENTIFIERS- *School Based Clinics

Many school administrators view teenage pregnancy as a top problems facing their school systems. Programs designed to reduce the teenage pregnancy rate must address multiple factors connected with teenage pregnancy. School-based clinic programs provide comprehensive primary health care for low income youth, require parental consent, provide mental health and psychosocial counseling, distribute birth control information and methods, operate in cooperation with public health agencies or hospitals, and are staffed by nurses and social workers backed by physicians. Developmental programs are focused on high risk for pregnancy teenagers; are usually school-based; and work to enhance academic skills, build self-esteem, and facilitate educational and occupational goal setting. Instructional type sex education programs have been shown to increase knowledge but neither increase nor decrease the teenage pregnancy rate, while some comprehensive school-based clinics and developmental programs have been effective in reducing the teenage pregnancy rate. School counselors can support the implementation of such comprehensive programs and can implement additional single purpose programs to build self-esteem, improve academic skills, help students set goals, and present alternate life styles. If these things cannot be done, school counselors can inform others of the scope of the teenage pregnancy problem and of the need to more effectively serve those adolescents who are at high risk for becoming pregnant. (NB)

information on reading instruction. The chapter on emerging literacy recommends that phonics be taught early and be completed by the end of second grade, which could lead to an overreaction on the part of some, and that children be instructed to read silently before they read orally, which seems reasonable. The chapter on extending literacy recommends that teachers avoid relying solely on readability formulas for determining text difficulty. Direct teaching of comprehension instruction is highly recommended. Finally, the chapter on teachers' educational and professional development notes several issues and recommendations: higher admission standards for prospective teachers, improved salaries, lengthening of the teacher preparation program, transition programs for novice teachers, greater attention to the professional development of veteran teachers, and effective school climates for promoting literacy. This review concludes that "Becoming a Nation of Readers" deserves to be read not so much for the research behind it as for the practicality of the recommendations growing out of that research. (SRT)

ED 295 121 CS 009 074

Kawakami-Arakaki, Alice J.; And Others
Research to Practice: Integrating Reading and Writing in a Kindergarten Curriculum. Technical Report No. 415.
Bolt, Beranek and Newman, Inc., Cambridge, Mass.; Illinois Univ., Urbana. Center for the Study of Reading.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jan 88
NOTE- 25p.; Portions of this paper were presented at the Conference on Reading and Writing Connections (Urbana, IL, October 19-21, 1986). Some illustrations may not reproduce clearly.
GRANT- G-86-004
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Beginning Reading; Classroom Environment; Decoding (Reading); *Kindergarten; Public Schools; *Reading Instruction; Reading Research; Reading Writing Relationship; Student Writing Models; Writing Instruction; *Writing Processes; Writing Research
IDENTIFIERS- Emergent Literacy; Invented Spelling; *Kamehameha Early Education Program; Kamehameha Schools HI; Writing Development

PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Age Differences; Elementary Education; *Reading Comprehension; Teacher Role; *Vocabulary; Vocabulary Development; *Vocabulary Skills
IDENTIFIERS- Metalinguistic Awareness

Shedding light on the current debate on the nature of the relationship between vocabulary instruction and reading comprehension, a study investigated student perceptions of the present state of vocabulary instruction. Subjects, 20 students from each of three grade levels (first, fifth, and eighth), from two schools in suburban Maryland, were selected by their teachers as at least average readers based on standardized test scores. Each of the 60 students was interviewed individually using a structured eight-item interview form. Results showed that while few first graders had even a rudimentary system for learning new words, the majority of eighth graders could articulate a personal system. In addition, students were able to pinpoint methods employed by their teachers to teach them new words, and the systems which students used often parallelled classroom instruction. Also, whereas both first and fifth graders relied heavily on external authority to tell them if they knew a word, most eighth graders relied on their own ability to use and understand others using the word. In one portion of the interview, students were given an unfamiliar word and were asked what they wanted the examiner to do to help them learn it. First graders asked mainly for the examiner to say the word, while fifth graders displayed more interest in learning the meaning of the word, and eighth graders consistently asked for the definition. (Four figures are included and nine references are attached.) (ARH)

ED 295 136 CS 009 170

Carlsen, G. Robert; Sherrill, Anne
Voices of Readers: How We Come To Love Books.
National Council of Teachers of English, Urbana, Ill.
REPORT NO.- ISBN-0-8141-5639-8
PUB DATE- 88
NOTE- 163p.
AVAILABLE FROM- National Council of Teachers of English, 1111 Kenyon Rd, Urbana, IL 61801 (Stock No. 56398-015, $6.95 member, $8.75 nonmember).
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - General (140)
DESCRIPTORS- *Child Language; Imagination; Listening Skills; *Story Telling; Young Children
IDENTIFIERS- *Story Telling by Children; Story Themes

The power of language gives children (and the rest of us) that "magic" talent of bringing to life that which is otherwise hidden from conscious awareness. From the viewpoint of one attempting to listen to children's languaging within experience so that the listening becomes a dialogic experience, the child storyteller seems to experience a hovering between the real and the imaginary, a feeling of being in two places at the same time, and a sense of being "lost in story." Children seem to experience life in a rather ambidextrous way so that the shifting of their languaging gears from real events to imaginative discourse is not discernible. (An example is an 8-year old boy's story of a snowman who came alive in which real people like his grandmother and real places like a downtown street play a part.) Their storying is simply contiguous with their own everyday lives. The researcher who listens using the structures of resonance (allowing the languaging to pierce the totality of one's listening), reverberation (listener attends to what concerns the child for the moment as well as to the language itself), and recognition (a listening which permits the languaging in storying to be heard from a distance) will find the experience of children's storytelling to be one of spontaneity, sensitivity, and sincerity. (A 13-page bibliography is attached.) (MHC)

ED 295 150 CS 211 234

Barnes, Linda Laube
"What Do You Want Me To Say?" Basic Writers' Responses to Written Comments.
PUB DATE- 21 Sep 85
NOTE- 20p.; Paper presented at Basic Writing Conference (St. Louis, MO, September 21, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Classroom Communication; College English; English Instruction; *Freshman Composition; *Grading; Higher Education; *Revision (Written Composition); Teacher Influence; Teacher Student Relationship; *Writing Difficulties; *Writing Evaluation; Writing

restrictive press laws and guaranteed all individuals "freedom of expression." Analysis of legislation passed since then and a comparison with other countries' policies towards freedom of the press, shows that political history and geography can mean as much as ideology. The single issue which continues to play a major role in both the political and press life of the nation is the tension between maintaining communal calm and the freedom to inform, incite, and excite on religious issues. The laws the press now functions under have the capacity to engender repression, but judicial sanctions help ensure the continuing ability of the Indian press to function critically. (Eighty-one notes are included, and 37 references are appended.) (MS)

ED 295 164 CS 211 257

Kurfiss, Joanne

Capitalizing on Collaboration: Using Groups To Help Students Write Better Drafts.

PUB DATE- Aug 86
NOTE- 27p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Critical Reading; Higher Education; Teaching Methods; *Writing Exercises; *Writing Instruction; Writing Processes; Writing Skills
IDENTIFIERS- *Collaborative Writing; Idea Generation; Summarization; Writing Strategies

Students can benefit from collaboration long before they are ready for draft feedback. By analyzing writing assignments, anticipating and diagnosing student problems, and introducing necessary skills through appropriate exercises, students can be provided with cognitive and social supports that help them address the challenges of academic writing. Collaborative exercises supply students with practice in four skill areas: (1) generating and evaluating ideas; (2) summarizing and synthesizing reading material; (3) developing ideas; and (4) critical reading. In the first category, exercises frequently make use of a four-part strategy in which groups generate, select, refine, and evaluate potential ideas. To practice summarizing and synthesizing reading material with the collaborative approach, instructors can assign group summarizing activities using readings from the course, or group-written believed that reporters would always stress the "public's right to know as a vital function of the news media and that this "right to know" outweighs any criticism levied against the media for its coverage or reporting techniques. For both the law enforcement and media fields the risk that must be accepted is that of working together for the common good of society. (Thirty-four references are appended.) (MS)

ED 295 177 CS 211 271

Prior-Miller, Marcia R.; And Others

Broadening Undergraduate Journalism/Mass Communication Education: Using Readership Studies as a Teaching Tool in Magazine Journalism Courses.

PUB DATE- Jul 88

NOTE- 24p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (71st, Portland, OR, July 2-5, 1988).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)

DESCRIPTORS- Audience Analysis; *Case Studies; Course Content; Higher Education; *Journalism Education; Media Research; Periodicals; Research Methodology; Research Skills; *Student Publications

IDENTIFIERS- *Readership Analysis; Students as Subjects; *Trade Magazines

To instruct journalism/mass communication students in the use of quantitative research skills, a case study guided students through scientifically designed readership studies of three trade magazine audiences. The readership studies surveyed students for three consecutive years at a large midwestern university to compare characteristics of readers and nonreaders of the trade magazines published by students. Data were collected using questionnaires based on the Magazine Publisher's Association model for successful magazine publishing to test the magazines' effectiveness in meeting their audiences' needs for information. Course members were responsible for reviewing, selecting, and refining the questionnaire, in addition to analyzing the results. Findings indicated that the case study approach was effective for teaching social science methods in journalism classes, and increased student appreciation of the research process. (Twenty-four references are attached.) (MM)

DESCRIPTORS- Adolescent Development; *Adolescent Literature; Adolescents; Ethical Instruction; *Literature Appreciation; Middle Class Culture; *Moral Development; Popular Culture; Reading Materials; Social Values
IDENTIFIERS- *Blume (Judy)

The widespread popularity of the young adult novels of Judy Blume makes them important factors in the socialization process. Almost all of the characters in her books are members of the middle or upper-middle class, and with the exception of some of the characters in 4 of her 15 novels, all are white. Thus, Blume is teaching youth how to be members of the white, middle, or upper-middle class. Blume's books deal with various problems which are of importance to young people. Her treatment of religion is well balanced though homogeneous, as illustrated in "Are You There God? It's Me, Margaret." The controversial topic of developing sexuality is treated in several of Blume's novels, including "Are You There God," "Deenie," "Then Again, Maybe I Won't," and "Forever." Blume deals with the topic of death in "Forever" and "Tiger Eyes," and her treatment of death gives young people some idea about what normal feelings are, as Blume defines them. By creating believable young characters and fallible parents, Blume develops an ideal situations for furthering her values. (Seven footnotes are attached.) (MM)

ED 295 193 CS 211 287

Strentz, Herbert
Compatriots: Wendell Willkie, the Press, and the Cowles Brothers--An Introductory Survey, Including Willkie's "One World" Trip with Publisher Gardner (Mike) Cowles.
PUB DATE- Jul 88
NOTE- 55p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (71st, Portland, OR, July 2-5, 1988).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Historical Materials (060)
DESCRIPTORS- *Journalism; Letters (Correspondence); *Political Candidates; *Political Influences; Presidential Campaigns (United States); Press Opinion; *Publishing Industry; *United States History
IDENTIFIERS- Cowles (Gardner); Cowles (John); Journalism History;

NOTE- 25p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (71st, Portland, OR, July 2-5, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Expository Writing; *Newspapers; News Reporting; *News Writing; Writing Instruction
IDENTIFIERS- *Journalists; News Reporters; Writing Attitudes; *Writing Coaches; Writing Contexts

To determine how journalists at two metropolitan newspapers view good writing and writing coaches, questionnaires were distributed to all full-time newsroom personnel (including journalists and editors) involved in preparation of news at two large dailies under the same ownership in the same city, in July, 1986. The total number of respondents was 125, half responding from the morning paper, and half from the evening paper (an overall response rate of 66%). The papers did not employ internal writing coaches but on occasion brought in an outside coach. Findings indicated that many journalists at both newspapers felt their papers had a strong commitment to good writing. Most of the respondents said their writing had been praised, if infrequently. However, journalists perceived little evidence of rewriting or willingness to experiment with writing at their papers. The major contributors to good writing in the newsroom were seen as experienced/motivated reporters and good editor-reporter rapport. One-half of the reporters said editors are more likely to hurt writing than to help it. Newsroom procedures and deadline pressures were identified as the greatest obstacles to good writing. The vast majority of journalists felt that a writing coach could make a more in favor of coaches than were their colleagues on the morning paper, and reporters were more supportive of the idea than were editors. (Twenty-nine notes and six tables of data are attached.) (ARH)

ED 295 207 CS 211 306

Lieb, Thom
Protest at the "Post": Coverage of Blacks in "The Washington Post Magazine."
PUB DATE- Jul 88
NOTE- 22p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (71st, Portland,

Hatfield, Charlotte R.
Computer Assisted Instruction Improves AP Style Scores.
PUB DATE- Jul 88
NOTE- 13p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (71st, Portland, OR, July 2-5, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Computer Assisted Instruction; Editing; Educational Research; Higher Education; *Journalism Education; Programed Instructional Materials; Teaching Methods; Writing Research; *Writing Skills
IDENTIFIERS- *Associated Press Style Rules; Journalism Research; Style Manuals

To determine the effect of computer assisted instruction (CAI) on the learning of Associated Press (AP) style rules, a study compared students using CAI with students using the traditional pencil and paper method of style rule practice. Subjects, 49 college students in introductory journalism classes, were given a pretest consisting of ten sentences containing 27 style errors. Based on results from this test, students were randomly assigned to the traditional or computer treatment in a high knowledge or low knowledge classification. Students assigned to the traditional treatment were given a printed exercise of ten sentences containing 25 style errors relating specifically to capitalization and abbreviation rules. Using the AP Style Manual, students corrected the sentences, noting the time they began and ended the task. Students assigned to the computer group used the style manual to correct errors in the same ten sentences appearing on the computer screen. The computer program presented the sentences with three increasingly specific levels of feedback explaining usage errors. As students completed the practice exercise, they were given a printed sheet containing ten new sentences, testing the same rules. Using the traditional pencil and paper method, all students were asked to correct the errors without referring to the style manual. Results indicated that CAI had a significant effect on students' ability to apply correctly the AP style rules. The major difference appeared to be the feedback the CAI system provided. (Three tables of data are included, and 13 references are appended.) (MM)

Foreign Countries; International Cooperation; International Organizations; *International Relations; Mass Media; *Organizational Change; Technological Advancement; Technology Transfer; *Telecommunications; World Affairs
IDENTIFIERS- Chartering Process; *International Telecommunication Union; Plenipotentiary Conference; *Third World; United Nations

The flexibility of the Convention as the organizing instrument of the International Telecommunication Union (ITU), has allowed evolutionary changes in the composition of the organization (originally established in 1865) and has enabled it to modify its agenda so as to integrate the new demands of the Third World constituency for development assistance. This successful adjustment to the contemporary geopolitical environment is a move from the organization's past concerns of technical coordination matters to policy planning and technical assistance to the Third World. The Plenipotentiary Conference, a political event in which the representatives of member countries attempt to secure changes in the ITU's structure and functions, was an important factor in the move towards the development of a policy that has fostered the improvement of telecommunication equipment for developing countries. The more rigid institutional framework of a Charter, such as that of the United Nations, would not have allowed for the continuous process of adjustment to the changing political and technological environment that has made it possible for developing nations to increase their voice in world affairs. (Thirty-one notes are included, and two references are appended.) (MS)

ED 295 235 CS 506 177

Wanta, Wayne; Leggett, Dawn
Gender Stereotypes in Sports Photographs.
PUB DATE- Jul 88
NOTE- 34p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (71st, Portland, OR July 2-5, 1988). Illustrations may not reproduce clearly.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Athletes; *Athletics; Editors; Media Research; Newspapers; *Photographs; Photojournalism; *Sex Bias; Sex Fairness; Sex Role; *Sex Stereotypes; *Tennis
IDENTIFIERS- Emotions; Stereotyped Behavior

PUB DATE- Jul 88
NOTE- 30p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (71st, Portland, OR, July 2-5, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Advertising; Business Communication; Communication Research; Communication Skills; Interpersonal Communication; *Job Skills; Media Research; Persuasive Discourse; *Salesmanship; *Sales Workers; Self Concept
IDENTIFIERS- Adversary Method; Advertising Industry; *Advertising Occupations; Customer Relations; *Salesperson Client Relationship; Sales Transactions

Focusing on situational and personality factors as predictors of two common types of sales behavior (the customer-oriented/marketing approach, and the adversarial/bottom-line approach), a study conducted a national survey of advertising sales people and media buyers in the summer and fall of 1987. A total of 3669 questionnaires were sent to salespeople and 2078 to advertising agencies, with an overall response rate of 20 percent. Personality constructs were measured with 83 items drawn from various adaptive selling scales and self-concept and self-esteem scales. Situational variables were measured with open-ended questions asking the salesperson to indicate the percent of business conducted in a direct selling situation (when the client is less knowledgeable about media, has less access to media evaluation information, and is likely to view the product as an intangible) or in an agency selling situation (when the opposite is true). Sales behavior variables were measured with 73 9-point Likert scale items, reflecting either the marketing or adversarial approach. Results indicated that advertising salespeople overwhelmingly reported the use of marketing/customer-oriented behaviors in their sales interactions. Personality factors were highly significant predictors for both types of sales behavior. Situational factors were more predictive for use of the adversarial approach. (Two tables of data are included, and sales behavior and sales approach questionnaire results and 33 references are appended.) (MM)

ED 295 249 CS 506 193

Warden, Michael L.

two-parent family; and (3) Black characters were likely to appear in a predominantly Black setting in an urban area in the North. These findings contrast with earlier programming in which Black male characters vastly outnumbered Black female characters, and in which Blacks were repeatedly portrayed as incompetent and lower-class. (Two tables of data, five footnotes, and 22 references are attached.) (ARH)

ED 295 262 CS 506 212

Tarnove, Elizabeth J.
Effects of Sexist Language on the Status and Self-Concept of Women.
PUB DATE- Jul 88
NOTE- 25p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (71st, Portland, OR, July 2-5, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Females; Language Role; *Language Usage; Mass Media; Mass Media Effects; Media Research; Self Concept; *Sex Bias; *Sex Fairness; Sex Role; *Sex Stereotypes; Social Discrimination; Status
IDENTIFIERS- Feminist Criticism; Language Sensitivity; Sexual Attitudes

The effects of sexist language on the status and self-concept of women is investigated in this paper, with particular emphasis on media sexism. The paper first examines the origin and effects of some of the most common ways in which language is used to reinforce existing sex stereotypes. The paper then discusses: (1) ways to weed out of daily discourse the most common forms of sexist language; (2) sexism in the print media; (3) sexism in the broadcast media; (4) arguments for and against the changing of the language to reflect non-sexist usages; (5) guidelines for change; and (6) evidence of change in American usages. Material for this discussion is taken from published literature filtered through feminist, psychological, and journalistic viewpoints. The paper argues that language molds ideas just as ideas mold the language and that language use must change for improved status and self-concept of women. The conclusion of the paper offers suggestions on how the media can become part of the solution to change language usage. Twenty-seven references are appended. (MS)

ED 295 275 CS 506 229

Dickey, Barbara; And Others

Gilligan Revisited: Methodological Issues in the Study of Gender and Moral Development.

PUB DATE- Nov 87

NOTE- 27p.; Paper presented at the Annual Meeting of the Speech Communication Association (73rd, Boston, MA, November 5-8, 1987). Work supported by grants from the College of St. Catherine and the Spenser Foundation.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Communication Research; *Cultural Context; Cultural Influences; *Decision Making; Interpersonal Communication; *Moral Development; Research Design; Research Methodology; *Sex Differences; Sex Role; Sex Stereotypes; Social Development

IDENTIFIERS- *Gilligan (Carol); *Moral Reasoning

A study examined Carol Gilligan's theory of moral reasoning, seeking evidence to either support or deny the claim that individuals primarily use one of two different sets of sex-related constructs to arrive at decisions when faced with moral dilemmas. Subjects, 20 young lawyers and psychologists (equally divided as to men and women), were interviewed about how decisions were made in their workplace and then asked to describe a moral dilemma (defined as a situation in which they were not sure what was the right thing to do) that arose in the course of their work. The interviews were transcribed without any reference to the subject's sex and received a preliminary testing in sex identification. Interviews were then stratified by sex and occupation, distributed randomly and rated by three separate groups of raters with experience in questions of moral development. Findings suggest that the women subjects were seen as placing far more emphasis on an ethic of care rather than of justice. However, comparing the pattern of male mean scores with the pattern of female mean scores does not lead to the conclusion that Gilligan's theory has been supported by the data. Neither this study nor earlier studies have provided rigorous examination of the cognitive developmental aspects of the ethic of care within Gilligan's theory. (Tables of data and references are attached.) (NKA)

discounts).
LANGUAGE- English
EDRS Price - MF01/PC14 Plus Postage.
PUB TYPE- Reference Materials - General (130)
DESCRIPTORS- Educational Change; Educational Finance; *Educational History; *Educational Trends; Elementary Secondary Education; Enrollment Trends; Foundations of Education; Government School Relationship; Parent School Relationship; Political Issues; *Politics of Education; School Community Relationship; *School Statistics

This is the third edition of the Education Almanac, an assemblage of statistics, facts, commentary, and basic background information about the conduct of schools in the United States. Features of this variegated volume include an introductory section on "Education's Newsiest Developments," followed by some vital educational statistics, a set of historical "Readings in American Education" by such notables as Benjamin Franklin and Horace Mann, emerging educational trends, and data from public opinion polls on educational issues. Other items in this potpourri include articles on elementary schooling, parent involvement, legal issues, the job market, private funding, sources of information about educational issues, recognition programs, and educational trivia. An extensive index is included. (TE)

ED 295 289 EA 020 013

Board/Superintendent Roles, Responsibilities, Relationships. Revised Edition.
California School Boards Association, Sacramento.
PUB DATE- May 85
NOTE- 29p.; Pages containing blue print on blue paper may reproduce poorly.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Administrator Responsibility; *Administrator Role; *Board Administrator Relationship; *Board of Education Role; Elementary Secondary Education; Guidelines; *Superintendents

Intended for use as a workbook, this publication is designed to provide examples of the respective roles of the school board and the superintendent in the operation and management of a school district. The first section (white pages) provides statements, in examining school climate, including its relationship to student achievement, differences in the ways students and teachers view their ambience, the need to analyze hidden messages, growing evidence that change is possible, and climate's usefulness in evaluating curricula. Section 3 differentiates between school and classroom climate, discusses various definitions, and describes four categories of instrument subscales (relationships, personal development, system maintenance and change, and physical environment) based on Moos' psychosocial dimensions. Section 4 discusses ways to measure educational climate, focusing on shared perceptions obtained through paper and pencil surveys. Section 5 briefly mentions state-of-the-art research and discusses validity and usability issues involved with definitions, measurement, importance to student outcomes, and practicality. Because no simple guidelines exist, section 6 provides some standards of comparison when completing a profile of climate variables, and section 7 offers five steps on selecting educational climate measures. Included are 1 table, 38 references, and 4 appendices providing reviews of educational climate instruments, a summary table of instrument characteristics, a list of resources, and a checklist for selecting educational climate measures. (MLH)

ED 295 302 EA 020 051

Ellis, Thomas I.
Teaching Thinking Skills.
National Association of Elementary School Principals, Alexandria, VA.
PUB DATE- Apr 88
NOTE- 6p.; Prepared by the ERIC Clearinghouse on Educational Management, University of Oregon, Eugene.
AVAILABLE FROM- Publication Sales, National Association of Elementary School Principals, 1615 Duke Street, Alexandria, VA 22314 ($2.00; quantity discounts).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Collected Works - Serials (022)
DESCRIPTORS- Abstract Reasoning; *Cognitive Development; *Cognitive Processes; *Critical Thinking; Elementary Education; Heuristics; Instructional Innovation; *Learning Strategies; *Logical Thinking; Mathematics Instruction; Writing Instruction
IDENTIFIERS- Mid Continent Regional Educational Laboratory CO

This pamphlet reviews five reports that highlight an emerging

NOTE- 30p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Compliance (Legal); *Court Litigation; Educational Policy; Elementary Secondary Education; Government School Relationship; *Legal Problems; *Public Schools; Released Time; *Religious Education; *State Church Separation
IDENTIFIERS- *Secular Humanism

This policy paper focuses on religious challenges to the public school curriculum, specifically those involving claims that public schools are prompting "secular humanism"--an allegedly antitheistic creed that places human reason above divine guidance. While some courts have recognized that "secular humanism" may be considered a "religion" for First Amendment purposes, the judiciary has repeatedly rejected charges that specific courses and materials unconstitutionally promote this "creed" in public schools. Nonetheless, there are mounting efforts to secure judicial and legislative prohibitions against the promotion of "secular humanism" in public education. Courts have been receptive to requests for curriculum exemptions and religious accommodations unless they impede students' academic progress or the management of the school. The Supreme Court has also distinguished the permissible academic study of religion from unconstitutional religious indoctrination. Yet several recent studies have indicated that the historical role of religion in western civilization is given insufficient attention in the public school curriculum. Correcting such distortions might avert some of the claims that public schools are advancing "secular humanism." These religious challenges raise two troublesome issues for educational policymakers: (1) balancing governmental interests and parental interests in educating children; and (2) guaranteeing religious neutrality, rather than advancement or hostility, in the public school curriculum. (Author/TE)

ED 295 316   EA 020 078

Boyd, William Lowe
Political Science and Educational Administration. ESA 841, Theory and Practice in Educational Administration.
Deakin Univ., Victoria (Australia).
REPORT NO.- ISBN-0-7300-0006-0
PUB DATE- 83

over liberalism, Marxism and critical theory, and the crisis of the modern state. The introductory paper in this volume is a digest of the current debate on public administration and the crisis of the state, which analyzes the separation of politics and administration, the traditions of public administration, and the development of the "new" public administration resulting from impatience with the value neutrality of classical approaches to administration. Subsequent sections outline this radical approach to administration, focusing on a critique of the premises of classical administration and analyzing the dynamics of bureaucracy and the crisis of the state in late capitalist societies. Four readings by separate authors follow: (1) "Bureaucrats and Politicians in Western Democracies: Introduction," by Joel Aberbach and others; (2) "Is There a Radical Approach to Public Administation?" by Patrick Dunleavy; (3) "Senior Public Servants and the Crisis of the Late Capitalist State," by Michael Pusey; and (4) "Education, Community, and the Crisis of the State," by Richard Bates. An annotated bibliography is included. (TE)

ED 295 328 EA 020 092

Watson, Hugh
The Democratisation of Schooling. ESA844, Administrative Context of Schooling.
Deakin Univ., Victoria (Australia).
REPORT NO.- ISBN-0-7300-0379-5
PUB DATE- 85
NOTE- 113p.; For related documents, see EA 020 080-081 and EA 020 091-094.
AVAILABLE FROM- Publication Sales, Deakin University Press, Deakin University, Geelong, Victoria 3217, Australia (Stock No. ESA844M06; $12.50 Australian; quantity and educational discounts).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Collected Works - General (020) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Decentralization; *Democratic Values; *Educational Change; Educational Innovation; Elementary Secondary Education; Foreign Countries; Institutional Autonomy; Marxian Analysis; *Organizational Change; School Based Management; School Organization; *Socialism; Teacher Rights
IDENTIFIERS- Australia; Sweden; Yugoslavia

IDENTIFIERS- *Indicators

This publication contains 17 education "indicators," each telling a different and compelling story about American education. Most of the material comes from the Department of Education's 1986 and 1987 editions of "The Condition of Education." Listed under "outcomes," are the following indicators: (1) reading performance of 9-, 13-, and 17-year-olds; (2) writing performance of 4th, 8th, and 11th graders; (3) college entrance examination scores; (4) high school completion, by race and ethnicity; (5) literacy skills of young adults; and (6) participation of high school graduates in postsecondary education. Listed under "resources" are the following indicators: (7) current expenditures per pupil; (8) pupil/teacher ratios; and (9) average annual salary of public school teachers. Listed under "context" are the following indicators: (10) school enrollment; (11) school enrollment rates for selected age groups; (12) aspects of the home environment and reading performance; (13) student drug and alcohol abuse; (14) teacher job satisfaction; (15) school problems as seen by teachers and the public; (16) public opinion ratings of schools and other institutions; and (17) state high school graduation requirements. A page of text summarizing the data and citing the source and a page of illustrations are provided for each indicator. Appended are 23 tables. (MLF)

ED 295 342 EA 020 218

Leithwood, K.; And Others
The Development of Ontario Schools: Intermediate and Senior Divisions--1984 (OSIS) and the Initial Phase of Its Implementation.
Ontario Dept. of Education, Toronto.
REPORT NO.- ISBN-0-7729-2061-3
PUB DATE- 87
NOTE- 216p.
CONTRACT- OME-0958
AVAILABLE FROM- MGS Publications Services, 5th Floor, 880 Bay Street, Ontario, Canada M7A 1N8 ($10.00 Canadian).
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Boards of Education; Case Studies; Decision Making; *Educational Change; *Educational Policy; Foreign Countries; Interviews; *Politics of Education; Principals; Secondary Education; *State School District Relationship
IDENTIFIERS- *Ontario

Education. Proceedings of the Annual National Conference of the American Council on Rural Special Education; see EC 202 583.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Advocacy; *Delivery Systems; *Developmental Disabilities; *Helping Relationship; Human Services; Individual Needs; Intergenerational Programs; Microcomputers; Older Adults; Program Development; *Rural Areas; *Volunteers
IDENTIFIERS- *South Dakota; Volunteer Skills Data System

To assist persons with developmental disabilities in South Dakota to become more independent, productive, and integrated into the community, the South Dakota Advocacy Project, Inc. implemented the Volunteer Skills Data System (VSDS). As South Dakota is primarily rural, accessibility to services and programs is a particular concern. Community volunteers can provide individualized assistance, help build self-esteem in the developmentally disabled, and provide a supplemental source of cost-effective manpower for professional services. To implement the project, a taxonomy of 12 volunteer roles was created, to address needs of personal/emotional support, practical problem-solving, family member support, supplemental instruction, advocacy, and community participation. Volunteer applicants acknowledge their level of proficiency for each volunteer role selected, and a microcomputer system is used to match developmentally disabled individuals with appropriate volunteers. A special focus of the VSDS has been intergenerational activities where senior volunteers assist children and youth in need of special or prolonged assistance. (JDD)

ED 295 356 EC 202 592

Parsons, A. Sandy
Early Intervention in Rural States: The Impact of P.L. 99-457.
PUB DATE- Mar 87
NOTE- 10p.; In: Linking Programs and Resources for Rural Special Education. Proceedings of the Annual National Conference of the American Council on Rural Special Education; see EC 202 583.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Descriptive (Program/Project Descriptions) (141)
Opinions/Personal Viewpoints/Position Papers/Essays (120)

ED 295 369 EC 202 805

Ogura, Tamiko
The Relationship between Early Language, Cognitive and Social Development through a Longitudinal Study of Autistic Children.
PUB DATE- 14 Jul 87
NOTE- 49p.; Paper presented at the Biennial Meeting of the International Society for the Study of Behavioral Development (9th, Tokyo, Japan, July 12-16, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Attachment Behavior; *Autism; Case Studies; Echolalia; Foreign Countries; Infant Behavior; Infants; Interpersonal Competence; *Language Acquisition; Longitudinal Studies; Perceptual Development; *Perceptual Motor Learning; Play; *Social Development; Symbolic Learning; Young Children
IDENTIFIERS- Japan

The development of and relationship between early language, symbolic play, sensorimotor skills, and social development were examined in a longitudinal study conducted in Japan with two young autistic males who were observed from the approximate ages of 2 to 4 years in clinic, day care, and home settings. One child acquired speech; the other did not. Both boys successfully completed specific sensorimotor tasks (e.g., nesting containers inside one another), and it was concluded that these skills are not related to early language development. Temporal correspondences between early language development and symbolic play were found for one subject. The emergence of nominal words corresponded to the onset of substitution play, and word-chains occurred simultaneously with the onset of combinatorial symbolic play. Immediate and delayed echolalia were not found to be related to symbolic play. Both boys were deficient in symbolic functions which included language, symbolic play, and drawing, but when one boy attached to a particular adult and began social interactions, development in these three areas was noted. (Author/JW)

PUB DATE- Mar 88
NOTE- 14p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adult Education; Curriculum Development; Developing Nations; Distance Education; *Educational Needs; Foreign Countries; *Fused Curriculum; *Mathematics Instruction; Postsecondary Education; Program Content; *Technical Education; Technological Advancement; *Vocational Education

This planning paper reviews the topics that are pertinent to a conference action group on mathematics in adult, technical, and vocational (including distance) education. The first section of the paper provides an overview of the need for and current practices for providing mathematics instruction in vocational-technical, adult, and distance education programs. The second section discusses the impact of new technologies on the need for infusing mathematics instruction into adult and vocational programs and the importance of providing such instruction in developing nations. Both the first and second sections include information on how these topics have been covered in the past. The third section outlines the planned organization and working structure of the action group, including possible topics for each of the action group's subgroups and subgroup sessions. A list of references is also included. (MN)

ED 294 992 CE 049 967

Building Self-Esteem and Confidence of Substance Abusers through Adult Basic Education. A 310 Special Demonstration Report. September 1, 1986 to June 30, 1987.
Erie City School District, Pa.
SPONS. AGENCY- Pennsylvania State Dept. of Education, Harrisburg. Div. of Adult Basic Education.
PUB DATE- 30 Jun 87
NOTE- 40p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Basic Education; Basic Skills; Curriculum Development; Drug Addiction; *Drug Rehabilitation; Educational Needs; High School Equivalency Programs; *Outcomes of Education; Program Effectiveness; Self Actualization; Self Concept; Self

Commission on Federal Voluntary Service Opportunities for Young People Act of 1987. Hearing on H.R. 3096 before the Subcommittee on Human Resources of the Committee on Post Office and Civil Service. House of Representatives, One Hundredth Congress, First Session.

Congress of the U. S., Washington, D. C. House Committee on Post Office and Civil Service.

PUB DATE- 13 Nov 87

NOTE- 136p.; Serial No. 100-38.

AVAILABLE FROM- Superintendent of Documents, Congressional Sales Office, U.S. Government Printing Office, Washington, DC 20402.

LANGUAGE- English

EDRS Price - MF01/PC06 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090)

DESCRIPTORS- Adult Education; Community Services; *Federal Legislation; *Federal Programs; Hearings; Policy Formation; Postsecondary Education; *Public Policy; *Public Service; *Volunteers; *Youth Programs

IDENTIFIERS- Congress 100th; Proposed Legislation

This congressional report contains the testimony that was given on the proposed Federal Voluntary Service Opportunities for Young People Act of 1987, which is an act to establish a commission to study federal voluntary service opportunities for youth, particularly a national youth service. Testimony was provided by representatives of the following agencies and organizations: Hopkins High School in Minnesota; the Minnesota State Academy for the Deaf; Carleton College in Northfield, Minnesota; Augsburg College and the College of St. Benedict, both in Minnesota; Edgewood Nursing Center; the National Youth Leadership Council; the University of Minnesota; the Minnesota Conservation Corps; the Center of American Indian and Minority Health at the University of Minnesota in Duluth; the Friends of Volunteers in Service to America (VISTA); Metropolitan State University in the Twin Cities; the Minneapolis Public Schools; and Bemidji State University. The text of a statement by Diane Hedin and Dan Conrad, entitled "Community Service as a Pathway to Knowledge," is also included. (MN)

ED 295 007 CE 050 193

Homeless and Unemployed Veterans. Hearing before the Subcommittee on Education, Training and Employment of the Committee on Veterans' Affairs. House of Representatives, Ninety-Ninth Congress, Second

EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Adult Development; Adult Education; Adult Learning; *Aging (Individuals); *Beliefs; Developmental Psychology; Interviews; Moral Development; *Religion; *Religious Education; Surveys

This report presents findings of a study of a variety of factors relating the processes of aging and faith development among adults. Part I is an overview of the entire study. The introduction (chapter 1) provides its setting. Chapter 2 delineates the project's overall structure and its use of two complementary research designs to gather similar data. Chapter 3 assesses the strengths and weaknesses of each of these designs or modules--a telephone survey administered by the Gallup Organization and indepth, qualitative interviews. Chapter 4 provides an overview of findings, including the following: (1) the dynamics of faith development are the same for men and women; (2) faith development occurs in varying patterns of activity; (3) a definite correlation exists between major life events and changes in faith; (4) faith development and involvement in organized religion are correlated; and (5) faith development and social involvement are correlated. Chapter 5 provides theological reflection upon social science research. Chapter 6 summarizes evaluative comments of participants at regional conferences. Implications for ministry are explored in chapter 7; the postscript looks to the future. Parts II and III of the report provide the scholarly documentation of the project's two research designs. Methodology and findings are presented. Instruments are included. (Each of the three parts of this report are approximately the same length.) (YLB)

ED 295 021 CE 050 212

Working toward Equity. A Report on Implementation of the Sex Equity Provisions of the Carl D. Perkins Vocational Education Act.
National Coalition for Women and Girls in Education.
PUB DATE- Apr 88
NOTE- 39p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Compliance (Legal); *Displaced Homemakers; Educational Finance; Educational Legislation; Federal Legislation; Females; Mothers; *One Parent Family; Postsecondary Education; Program

Second Corporate Plan.
TAFE National Centre for Research and Development, Payneham (Australia).
REPORT NO.- ISBN-0-86397-171-7
PUB DATE- Oct 87
NOTE- 33p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Clearinghouses; *Educational Planning; Financial Support; Foreign Countries; Information Networks; *Organizational Development; *Organizational Objectives; *Research and Development Centers
IDENTIFIERS- Australia; *TAFE National Centre for Research and Development

The Technical and Further Education (TAFE) National Centre for Research and Development has two broad areas of activity: the undertaking and encouragement of research and development projects that are of national significance to TAFE and the dissemination of information on research and development in TAFE. The center issued its first corporate plan in 1985. This second corporate plan is intended to outline the center's main goals for the next 2 to 3 years. During that time the center will seek to maintain its reputation for research and development by working closely with its network, but especially with the Conference of TAFE Directors. The center will continue its concern for economical operation and cost-effectiveness and will maintain its present management structures and decision-making processes. Its four main approaches to research and its commitment to staff development will be maintained. Nonprint approaches to dissemination will be investigated and tested, and the center's international reputation as an applied research organization will be strengthened. (Appendixes include a statement of the center's aims; a list of center board members; and flowcharts illustrating the center's project approval process, procedures for funding commissioned and externally funded projects, the center's management structure, and its information network.) (MN)

exemplary program dissemination activities, ways in which schools learned of the availability of exemplary program funding, services provided by state staff to replication projects, characteristics of the exemplary and replication programs funded, levels of local support needed to supplement exemplary program funding, state-level benefits resulting from the project, and the feasibility of continuing the project. (Appendixes include criteria for an exemplary program in marketing and distributive education, an exemplary program dissemination proposal, the survey materials and interview guide used in the evaluation, case studies, and descriptions of 11 exemplary and 6 replication programs.) (MN)

ED 295 049 CE 050 311

Elliott, Ronald T.
South Carolina Guide for Sales Promotion. Marketing Education.
South Carolina State Dept. of Education, Columbia. Office of Vocational Education.
PUB DATE- 87
NOTE- 81p.; For a related document, see CE 050 335.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Advertising; Behavioral Objectives; *Competence; Competency Based Education; Course Content; Distributive Education; Educational Resources; *Job Skills; Learning Activities; *Marketing; Merchandising; *Salesmanship; *Sales Occupations; Secondary Education; State Curriculum Guides; Teaching Methods; Vocational Education
IDENTIFIERS- *South Carolina

This guide presents a competency-based curriculum for a high school course in sales promotion. It addresses all three domains of learning: psychomotor, cognitive, and affective. Activities suggested in the guide deal with getting along with others, with supervisors or staff members, and with small or large groups. The guide, which can be used with any teaching methods, is organized in five sections keyed to performance objectives, covering the following topics: psychology of sales promotion, sales promotion planning, budgeting for effective sales promotion, describing advertising, and describing visual merchandising. Each section contains several units promoting the acquisition of competencies needed to meet the performance objectives. Units contains resource

AVAILABLE FROM- Superintendent of Documents, Congressional Sales
Office, U.S. Government Printing Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Federal Legislation; *Health Care Costs; *Health
Insurance; Hearings; *Older Adults
IDENTIFIERS- *Catastrophic Insurance; Congress 100th; Long Term Care;
Medicare

This document is the first of three documents which present the Senate hearings on catastrophic health insurance called to determine how the private sector and the government can work together to lend support to the elderly and their families when they are threatened by catastrophic illness and to examine the issue of coverage of catastrophic illness expenses. This document contains the committee press release announcing the hearing. Testimony by Otis R. Bowen, Secretary of Health and Human Services is presented. Secretary Bowen's testimony and his prepared statement discuss groups of people (elderly facing acute care expenses, elderly facing long-term care expenses, and the 18% of the general population under age 65 with no health care coverage) affected by catastrophic illnesses, the costs for which individuals under Medicare are not reimbursed, and catastrophic protection for the elderly and the general population including possible funding mechanisms in the public and private sectors. Prepared statements by Senators Lloyd Bentsen, George J. Mitchell, David Pryor, John D. Rockefeller IV, Bob Dole, John H. Chafee, John Heinz, and Dave Durenberger are included. A background paper by the Joint Committee on Taxation on catastrophic coverage proposals for the Medicare population is included. Statements by Edwin M. Cohn, National Affairs Chairman of the American College of Gastroenterology, and by the American Academy of Family Physicians are included. (ABL)

ED 295 064 CG 020 804

Catastrophic Health Insurance. Hearing before the Committee on
Finance. United States Senate, One Hundredth Congress, First
Session. Part 2 of 3.
Congress of the U.S., Washington, D.C. Senate Committee on Finance.
REPORT NO.- Senate-Hrg-100-169-Pt-2
PUB DATE- 19 Mar 87
NOTE- 209p.; For Part 1 of the Hearing, see CG 020 803.
AVAILABLE FROM- Superintendent of Documents, Congressional Sales

confidently, using information from a variety of sources, and listening carefully for critical understanding. Healthful living goals include analyzing drug and alcohol use in terms of need fulfillment and personal goals, and being aware of services available for drug-related problems. Each of these activities lists goals, content summary, resources, activity, and assessment. A curriculum integration activities feedback form and blank suggested activity forms are included. A sampling of young adult fiction dealing with alcohol and drugs is included. Information bulletins on these topics are provided: (1) the shared responsibility of drug and alcohol education; (2) alcohol; (3) amphetamines; (4) cocaine; (5) confidentiality requirements for school personnel; (6) depressants; (7) drugs and you; (8) fetal alcohol syndrome; (9) hallucinogens; (10) inhalants; (11) legal information for school personnel regarding student alcohol or drug use; (12) Lysergic Acid Diethylamide; (13) marijuana; (14) nicotine/cigarettes; and (15) steroids. (ABL)

ED 295 078   CG 020 818

Alcohol and Drug Prevention Curriculum Resource Guide Grades 10-12: Social Studies--United States History.

North Carolina State Dept. of Public Instruction, Raleigh. Alcohol and Drug Defense Program.

PUB DATE- 88
NOTE- 111p.; For related documents, see CG 020 816-817.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Alcohol Abuse; *Alcohol Education; *Curriculum Guides; Drinking; Drug Abuse; *Drug Education; High Schools; History Instruction; *Prevention; United States History

This curriculum resource guide on alcohol and drug prevention provides suggested activities for teachers of grades 10 through 12. Three integrated learning activities for United States history and healthful living are presented. The history goals are understanding that the years since 1945 have been years of great changes, and learning to organize information and draw conclusions. Healthful living goals include understanding personal values, analyzing drug and alcohol use in terms of need fulfillment and personal goals, and demonstrating constructive problem solving. Each of these activities lists goals, content summary, resources, activity, and

Caregiving: Support for Maintaining Independence in the Elderly. Proceedings of the Conference (Tallahassee, Florida, January 27-28, 1987).
Florida State Dept. of Health and Rehabilitative Services, Tallahassee.; Florida State Univ., Tallahassee. Multidisciplinary Center on Gerontology.
SPONS. AGENCY- Travelers Insurance Companies, Hartford, CT.
PUB DATE- 30 Jun 87
NOTE- 78p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Caregivers; Home Programs; Human Services; *Older Adults; *Social Support Groups
IDENTIFIERS- *Independent Living

This document includes an introduction by Marie E. Cowart and the following papers: (1) "Building Partnerships" (Margaret Lynn Duggar); (2) "Rating Scale of Communication in Cognitive Decline" (Rick Bollinger and Carol J. Hardiman); (3) "Role Adaptation in the Employed Adult Female Caregiver Following Transitional Nursing Support" (Margaret H. Brackley); (4) "Support for Maintaining Independence in the Elderly--Future Requirements and Solutions: Florida's T.E.A.C.H. Demonstration Project of Home-based, Case Management Services to the Medically Dependent Elderly and their Caregivers" (Douglas D. Bradham, Innette Mary Chico, and Melody J. Marshall); (5) "Caregiving in Developing East and Southeast Asian Countries" (Nelson W. S. Chow); (6) "Economic Incentives for Family Care of the Elderly" (Jordon I. Kosberg); (7) "Caregiving Among Middle and Low Income Aged in Hong Kong" (Alex Y. H. Kwan); (8) "Potential for Abuse in Caregivers" (Alex Y. H. Kwan); (9) "The Centrality of Communication in Maintaining Independence in the Elderly" (Herbert J. Oyer, E. Jane Oyer, and William H. Haas); and (10) "Informal Care and the Use of Formal Services: Are They Related?" (Sharon L. Tennstedt). (NB)

ED 295 094 CG 020 834

Hiday, Virginia Aldige'; Scheid-Cook, Teresa L.
Evaluation of a New Thrust in the Delivery of Mental Health Services: Outpatient Commitment.
SPONS. AGENCY- National Inst. of Mental Health (DHHS), Bethesda, MD. Antisocial and Violent Behavior Branch.
PUB DATE- Aug 87

ED 295 107 CG 020 847

Hertzberg, Edwina L.
Homelessness: From the Clients' Perspectives.
PUB DATE- Apr 88
NOTE- 17p.; Paper presented at the National Symposium on Doctoral Research and Social Work Practice (4th, Columbus, OH, April 6-7, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Attribution Theory; Classification; *Client Characteristics (Human Services); *Homeless People; *Housing Needs; Social Workers; *Unemployment

Although homelessness is not a new phenomenon, the number of homeless people today has fostered mobilization on their behalf by public and private sectors. Principal factors accepted as contributing to homelessness are inadequate low-cost housing, unemployment, chemical dependency, family violence, and inadequate community services for the mentally ill. This study, based on symbolic interaction, examined homeless persons' perspectives of what factors contributed to their homelessness, what life on the street was like for them, and what would help to stabilize their lives. Participant observations and in-depth interviews with 37 homeless people were conducted over 9 months at two drop-in centers serving the homeless. Results revealed a downward spiral of homelessness and survival, and a continuum and typology of homelessness consisting of three groups: (1) Resistors who were determined to get off the street; (2) Teeterers who transmitted a sense of helplessness, depression, and vulnerability; and (3) Accommodators who expressed enjoyment of the homeless life. Group membership appeared dependent on length of time being homeless, attitude toward homelessness, location where staying, reasons for homelessness, literacy, desire for more education, family dysfunction, desire for one's own place, and a realistic hope for the future. Social workers must actively address the causative factors of housing, indadequate services, unemployment, and inadequate income. (Author/NB)

ED 295 108 CG 020 848

Based on emergent literacy research, two components of reading and writing--the morning message and the writing process--were developed in a laboratory school kindergarten by teacher-researcher collaboration and later disseminated to both public and private schools through a project conducted for the Kamehameha Schools, a private school in Honolulu, Hawaii. In the morning message, the first activity of the day, the teacher and students read and discussed a simple message written on the board, thereby introducing various writing conventions. Process writing time, during which students were asked to write the teacher a message, followed the morning message, and consisted of three phases: pre-writing discussion, writing and conferring, and sharing. The acceptance of illustrations and inventive spelling stressed the communicative nature of writing. Both of these reading/writing activities were implemented in 16 classrooms, and results illustrated different patterns of implementation, leading to the conclusion that activities are modified to fit within the constraints of each classroom setting. (A table of recorded writing activities and examples of students' illustrations/writings are included.) (MM)

ED 295 122 CS 009 143

Dollerup, Cay; And Others
The RAM Studies 1, 2, 3, and 4: A Description of the Thinking, Set-up, and Planning of the Studies. Working Paper.
PUB DATE- Dec 85
NOTE- 84p.; Prepared by the Research Unit for Experimental Studies in Reader Response, Department of English, University of Copenhagen, Denmark. Project funded by the Departments of English and Psychology, University of Copenhagen; the Royal Danish School for Educational Studies; and the Danish Research Council for the Humanities. For related document, see CS 009 144.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Foreign Countries; Literature Appreciation; *Reader Response; Reader Text Relationship; *Reading Attitudes; Reading Research; Secondary Education; *Short Stories; Translation
IDENTIFIERS- *Denmark; Reader Response Criticism; *Textual Analysis

An initial study (Ram 1) in Denmark in 1970 determined whether methods could be developed to assess the effect of textual passages on readers' experiences of a short story. Subjects, 717 Danish

PUB TYPE- Books (010) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Autobiographies; Elementary Secondary Education; Family Influence; Librarians; Libraries; *Literature Appreciation; Naturalistic Observation; Peer Influence; Poetry; Postsecondary Education; Preschool Education; Reader Text Relationship; Reading Aloud to Others; *Reading Attitudes; *Reading Habits; Reading Instruction; *Reading Interests; Reading Research; *Recreational Reading; Student Writing Models; Teacher Influence; Teaching Methods
IDENTIFIERS- Book Ownership; Book Reports; Classics (Literature); *Reading Behavior; *Reading Motivation; Reading Uses; Romance Novels

Drawing on thousands of "reading autobiographies," in which generations of students wrote about their experiences with reading, this book investigates what makes young people want to read. Chapters include: (1) Growing with Books; (2) Learning To Read; (3) Literature and the Human Voice; (4) Reading Habits and Attitudes: When, Where, and How; (5) Sources for Books; (6) Reading and Human Relations; (7) What Books Do for Readers; (8) Subliterature; (9) Teachers and Teaching: The Secondary School Years; (10) Libraries and Librarians; (11) The Reading of Poetry; (12) The Classics; (13) Barriers: Why People Don't Read; and (14) Final Discussion. (ARH)

ED 295 137 CS 009 171

Thomas, Ruth Fleming; Nagel, C. Van
A Creative Visualization Approach to Teaching, Spelling and Sight Words.
PUB DATE- 88
NOTE- 9p.
AVAILABLE FROM- Synergetic Psychology, Inc., 13370 Old St. Augustine Rd., Jacksonville, FL 32258 ($10.00; $8.00 each for larger quantities).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Basic Education; Beginning Reading; Brain Hemisphere Functions; Decoding (Reading); Elementary Secondary Education; Eye Movements; Phonics; Reading Failure; *Spelling; *Spelling Instruction; Student Attitudes; Teaching Methods; *Word Recognition; Word Study Skills

Improvement; *Writing Processes
IDENTIFIERS- *Basic Writers; Teacher Clarity; Writing Strategies; Writing Tasks

Focusing on the teacher in the problems basic writers experience, a study analyzed the written interaction between a teacher and basic writers, culled from a larger ethnographic study of one freshman composition class. The purpose was to characterize the mode of discourse within a communicative exchange called "theme-ing," which begins when the teacher makes the assignment and ends when the teacher evaluates the final draft of the paper. In the exchange between the students and the teacher, the teacher used a special linguistic register for the comments which shaped basic writers' revisions. Findings suggest basic writers interpret all comments by the teacher as having a strong editive directive force to "correct this mistake" and that basic writers seem less capable of learning from the revising process than do successful students. These problems can perhaps be avoided with several possible solutions: (1) teachers need to be more aware of the communicative implications of their comments and make the purposes of the comments more explicit; (2) teachers can seek alternative commenting procedures which focus not on the writer's errors but on the reader's problem(s) with the piece of writing; (3) teachers can give students fail-proof writing tasks by providing them with the criteria to be used for evaluating a piece; and (4) teachers need to share positive comments with basic writers. (Three notes are included, and four appendixes outlining the suggested procedures and 18 references are attached.) (MS)

ED 295 151 CS 211 240

Instructional Materials for Exceptional Students: Language Arts. Secondary Education.

Florida State Dept. of Education, Tallahassee. Bureau of Education for Exceptional Students.

PUB DATE- Aug 87
NOTE- 156p.; A product of the Florida Diagnostic and Learning Resources System. For related document, see CS 211 241.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *English Instruction; Instructional Materials; *Language Arts; Learning Disabilities; Learning Problems; Reading

concluding paragraphs for assigned essays. Collaboration in developing ideas helps students to practice sustaining a line of inquiry, to show logical relationships between ideas, and to anticipate a reader's questions and objections. Finally, collaborative exercises in the critical reading of student texts include "norming," in which students read, respond to, and evaluate essays similar to their own work in progress. These exercises allow students to rehearse important elements of assigned writing projects, free of grade pressures. In addition, students can see how other students handle similar challenges and benefit from feedback on their own and others' efforts. (Twenty references are appended.) (MM)

ED 295 165 CS 211 258

Plopper, Bruce L.
The Usefulness of University-Sponsored Workshops as Aids for High School Journalism Advisers in A Rural State: A Descriptive Analysis.
PUB DATE- Jul 88
NOTE- 22p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (71st, Portland, OR, July 2-5, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Faculty Advisers; High Schools; *Journalism; *Journalism Education; *Rural Schools; *Student Publications; *Workshops
IDENTIFIERS- Journalism Research

Advising high school publications is a difficult task that makes it necessary to ascertain the needs and perceptions of high school journalism teachers and advisers. In an attempt to identify problems faced by high school journalism advisers in Arkansas and to determine what would prevent these advisers from using just one of the common aids available to them, the university-sponsored workshop, a study surveyed the opinions of journalism advisers. Subjects, 94 high school journalism advisers (76% in schools of less than 700 students), responded to a questionnaire about problems relating to student publications and the possibility of attending journalism workshops. Their responses indicated that their major problems concerned students' poor newswriting skills;

ED 295 178 CS 211 272

Woodward, Virginia A.
Lessons from Eric: Talking and Writing about My Art.
North Dakota Univ., Grand Forks. Center for Teaching and Learning.
PUB DATE- May 88
NOTE- 9p.; Document printed on light brown paper.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Collected Works - Serials (022)
DESCRIPTORS- *Art Activities; *Childrens Art; Classroom Communication; Early Childhood Education; Freehand Drawing; *Language Acquisition; Teacher Role; Teacher Student Relationship; *Verbal Learning; Young Children
IDENTIFIERS- Beginning Writing; Communication Behavior

A videotape of one student, "Eric," age three years, engaged in dialogue with his teacher about a picture he has drawn, clearly demonstrates the rich language learning opportunities that language encounters on the topic of a student's art work provide for both the child and the teacher. In this encounter, Eric is able to convey affective feelings as well as cognitive understandings in his oral and written language. In addition, Eric is actively participating as a maker of meaning and continuing to learn about language and the use of other sign systems by using them in a meaningful situation. The teacher is not directing the learning but instead is learning what Eric knew from entering into dialogue, guiding him through questioning, and by observing his actions. This kind of learning event has significant potential because it allows the teacher to become part of the child's meaning making and to use the experience as she guides and extends future events using language and art in generating meaning. (ARH)

ED 295 179 CS 211 273

*Willkie (Wendell)

By reviewing personal correspondence, biographies, newspaper coverage of the 1940s, and interviews, this survey examines Wendell Willkie's relations with the press in general and with publishers John Cowles and Gardner (Mike) Cowles in particular. Divided into four parts, the survey begins with a review of the correspondence between Willkie and such journalists as Marquis Childs, Drew Pearson, and Arthur Krock, illuminating relationships between the press and public figures in the 1940s. The second section focuses primarily on the relations between Willkie and the Cowles brothers in their efforts to win for Willkie the Republican nomination and the presidency in 1940 and the nomination again in 1944. In this context, consideration is given to how the Cowles brothers managed their potentially conflicting roles as publishers and would-be president makers. Part 3 considers the 1942 "One World" trip--the 49-day around-the-world diplomatic tour that Willkie took with Mike Cowles--further examining how Cowles handled the often simultaneous roles as journalist, government official, and close friend and supporter of a presidential candidate. Finally, the fourth section provides discussion, conclusions, and recommendations for future research in this area. (A list of 123 footnotes is appended.) (MM)

ED 295 194 CS 211 288

Hale, F. Dennis

The Federalization of Libel by Two Supreme Courts.

PUB DATE- Jul 88

NOTE- 43p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (71st, Portland, OR, July 2-5, 1988).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)

DESCRIPTORS- *Court Litigation; *Court Role; *Federal Courts; *Freedom of Speech; Legal Problems

IDENTIFIERS- Burger Court; First Amendment; *Libel; *Supreme Court; Warren Court

A study examined the quantity and quality of libel decisions of the Warren and Burger Supreme Courts to determine how changes in libel law came about, how individual justices voted on libel compared to other issues of freedom of expression, and how permanent constitutional libel rules will be as the more conservative

OR, July 2-5, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Black Community; *Blacks; Black Stereotypes; Journalism; *Newspapers; Racial Attitudes; *Racial Bias; Racial Relations
IDENTIFIERS- District of Columbia; *Media Coverage; Sunday Newspaper Magazines; *Washington Post

To investigate coverage by the "Washington Post Magazine" of Blacks--before, during, and after the 1986 protests of the magazine's perceived anti-black tone--a study examined copies of the "Post" magazine from May 4, 1986, to April 26, 1987. Both photographs and editorial texts were considered, and coding was done by race: White, Black, other or mixed. Within each category, subcoding was done to determine whether the item was positive, neutral or negative. The results were tabulated and graphed by issue and by four-month period: pre-protest (May through August 1986), Protest (September through December 1986) and post-protest (January through April 1987). Findings indicated that the "Post" provided little neutral or positive coverage of Blacks in the four months before the 1986 protest. Coverage of Blacks became fuller and more positive during the protest, and remained positive and increased further after the protest. During the final four months, coverage of Blacks rose to near parity with the percentage of Blacks in the metropolitan population, and coverage was noticeably more positive. Photographs and illustrations, however, have not reflected the changes made in editorial coverage, and Blacks are still noticeably absent from ads, as well. (ARH)

ED 295 208 CS 211 307

Blanchard, Robert O.; Christ, William G.
Beyond the Generic Curriculum: The Enriched Major for Journalism and Mass Communication.
PUB DATE- Jul 88
NOTE- 24p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (71st, Portland, OR, July 2-5, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142)

ED 295 221 CS 211 333

Zemelman, Steven; Daniels, Harvey
A Community of Writers: Teaching Writing in the Junior and Senior High School.
REPORT NO.- ISBN-0-435-08463-1
PUB DATE- 88
NOTE- 286p.; Heinemann Educational Books Inc., 70 Court St., Portsmouth, NH 03801 ($17.50).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Class Activities; *Classroom Environment; Content Area Writing; Educational Change; *Prewriting; *Research Papers (Students); Secondary Education; Secondary School Curriculum; Sentence Combining; Student Publications; Student Role; Teacher Role; Teaching Methods; *Writing Evaluation; *Writing Exercises; *Writing Instruction; Writing Processes
IDENTIFIERS- Collaborative Writing; Free Writing; Journal Writing; Purpose (Composition); Writing Attitudes; Writing Strategies; Writing Tasks

Intended for teachers and encompassing all aspects of teaching writing, this book applies the process paradigm to junior and senior high writing instruction. Part 1, "Process and Paradigm," outlines challenges faced by junior and senior high school writing instructors, defines the process paradigm, and presents a sample integrated activity. Part 2, "Creating a Community of Writers," discusses climate in the classroom, planning for a writing-centered class, first-day and first-week activities, writing workshops and journals, and writing to learn every day. Part 3, "Designing and Conducting Writing Activities," presents ideas on designing writing activities and assignments, prewriting, guided imagery, drafting, revising, peer writing groups, and publication. Part 4, "Evaluating Writing," discusses the traditional English teacher's use of the red pen, and provides guidelines on responding, evaluating and grading. Part 5, "Writing To Learn," suggests integrated activities for learning subject matter and discusses collaborative research and term papers. (Seven pages of references are included.) (ARH)

ED 295 222 CS 506 076

A study investigated gender stereotypes in photographs of female and male athletes, noting differences in the way the two genders are depicted in photographs taken by the Associated Press (AP) and also in photos chosen by newspaper editors. Every photograph sent by AP from the 1987 Wimbledon tennis tournament to one Texas newspaper was coded in four different ways: whether the subject was male or female, whether or not emotion was revealed in the subject's face, whether the subject was in a vulnerable position, and whether the photograph depicted the entire body of the subject. Photos used by eight newspapers were examined using the same coding procedures. Findings showed that the male tennis players in the AP photographs were shown with emotional facial expressions significantly more often than women. Photographs run by the eight newspapers in the study, however, showed no difference between male and female tennis players on the emotion variable. Also, while the AP photos produced no significant differences on the vulnerability variable, the newspaper photos depicted female athletes in vulnerable positions more often than male athletes. Finally, both the AP and newspaper photos concentrated on the faces of women and the bodies of men. The overall results of the study suggest that while photographers do not seem to be reinforcing gender stereotypes, sports editors may be doing so. (Four copies of photographs, 7 tables, and 22 references are appended). (ARH)

ED 295 236 CS 506 178

Breiner, Rich M.
An Analysis of Controversial Role Fulfillment of TV News Commentators during Times of Crisis.
PUB DATE- Jul 88
NOTE- 28p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (71st, Portland, OR, July 2-5, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Broadcast Television; Journalism; *News Media; News Reporting; *Press Opinion; *Role Perception; Television Research
IDENTIFIERS- Broadcast Journalism; Controversial Topics; Journalism Research; Media Bias; Media Coverage; Media Ethics; *News Commentators; *Press Role; Role Evaluation; Television Networks; Television News

The Military and the Media in Conflict: The Sidle Panel and the U.S. Invasion of Grenada.

PUB DATE- Jul 88

NOTE- 26p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (71st, Portland, OR, July 2-5, 1988).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142) Information Analysis/State-of-the-Art Materials (070)

DESCRIPTORS- Foreign Countries; Freedom of Information; *Government Role; Intervention; Journalism; *Military Organizations; National Defense; *News Media; News Reporting; *Press Opinion

IDENTIFIERS- *Grenada; *Media Government Relationship; Media Responsibility; Military Role; News Flow; Press Pools

Exclusion of the press from the first days of the American invasion of Grenada dramatically brought into focus the fundamental conflict between the military's need for secrecy and the press's need to publish information. From the viewpoint of the press, the decision to exclude reporters from the island until the third day of the invasion denied the American people an independent source of information concerning U.S. activities and policies in Grenada. From the military perspective, the decision not to inform reporters of the invasion insured secrecy and thus the safety of troops sent to evacuate 1,000 American citizens. The response by the military to the media's reaction to their exclusion was the formation of a panel, headed by Major General Winant Sidle, to look at how future military operations would be covered. The panel's report contained recommendations they believed would permit press coverage of future military operations without jeopardizing either security or safety; this report thus contained an implicit criticism of the military's handling of the press during the invasion. The invasion of Grenada was a low point in relations between the U.S. military and the American media, and although the news organizations declined to participate on the panel, General Sidle's able handling of the proceedings placated the press to some extent. The benefit from this experience was the panel's success in bringing together representatives of the military and the news media for a step towards improved understanding by all parties. (Sixty-five notes are included.) (MS)

ED 295 263 CS 506 213

Oliver, Lauren
The "Good Housekeeping" Seal of Approval: An Historical Analysis 1909-1975.
PUB DATE- Jul 88
NOTE- 29p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (71st, Portland, OR, July 2-5, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Historical Materials (060) Reports - Research/Technical (143)
DESCRIPTORS- *Advertising; *Consumer Protection; Content Analysis; Federal Regulation; Mass Media Effects; Media Research; *Periodicals; Popular Culture; Public Relations; United States History
IDENTIFIERS- Advertisements; Advertising Effectiveness; Business Media Relationship; *Consumer Services; *Good Housekeeping Seal of Approval; Product Safety; Womens Magazines

Examining the evolution of the "Good Housekeeping" Seal of Approval--one of the first codes to set standards for the products advertised in a periodical, a study analyzed issues of "Good Housekeeping" magazine from 1909 to 1975 (with the exception of issues from July 1929 to December 1938). The study also examined elements that may have been related to the evolution of the seal, such as relevant legislation, changing advertising practices, and an increasing consumer sophistication. Analysis revealed that in every issue, usually at the beginning of the magazine, the "Guaranty to Our Consumers" is printed. Before 1941, the seal was found only in conjunction with articles from the "Good Housekeeping" Institute. After examining the issues, a total of 25 changes were found in the Seal of Approval (wording, graphics, presence) and in the wording of the guaranty. Factors which may have influenced these changes included: (1) World War I (from December 1913 to August 1915 there was no advertising on the inside of "Good Housekeeping" and no Index to Advertisers or "Our Guaranty"); (2) a changing atmosphere for advertising as internal attempts at advertising regulation became the norm instead of the exception; and (3) major changes in format as the magazine increased in both size and length. (A chronology of the "Good Housekeeping" Seal of Approval and three figures are included; three pages of footnotes are appended.) (MM)

ED 295 276 CS 506 230

Curtin, Michael
Newton Minow's Global View: Television and the National Interest.
PUB DATE- Jul 88
NOTE- 36p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (71st, Portland, OR, July 2-5, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Historical Materials (060) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Administrative Policy; *Broadcast Industry; Broadcast Television; Discourse Analysis; Federal Regulation; *Global Approach; *International Programs; International Relations; Media Research; Political Influences; Political Issues; *Political Power; Public Opinion; Technological Advancement; United States History
IDENTIFIERS- Federal Communications Commission; *International Television; Media Government Relationship; *Minow (Newton); Neustadt (Richard E); Regulatory Agencies

Newton Minow, chair of the Federal Communications Commission (FCC) during John Kennedy's presidency, considered his plan for the organization of international television--one that gave a new priority to broadcasting without fundamentally altering the legal framework of regulation--as one of the major accomplishments of his tenure. Yet historians researching FCC policy during the 1960s have paid little attention to Minow's fascination with international broadcasting. Developments in global politics and the communications industry (such as the perceived threat of international Communist takeover, and the development of communications satellites) raised concerns about a policy gap in this area. Minow attempted to develop such policy by articulating a link between the public interest and the national interest. Richard Neustadt's model of presidential power shows how Minow's efforts were closely tied to the Kennedy administration as part of a larger campaign to bring together disparate and often conflicting interests behind a coherent policy for international television. To influence public thinking and forge alliances among powerful societal groups, Minow focused on three major areas: the public at large; Democratic party circles; and the broadcasting industry. By providing this historical context for Minow's maneuvers, researchers can better understand how and why he succeeded in forming a plan for international television. (Seventy-three footnotes are appended.) (MM)

parallel columns, describing possible board/superintendent roles under the following categories: general, information gathering, instructional program, personnel, school facilities, community relations, pupil personnel services, and evaluation. The second section (blue tinted pages) provides cut-off response sheets on which users can rate their own level of agreement (or disagreement) with each statement given in the first section. One proposed outcome of working with this publication might be a first draft of a series of statements regarding the roles and responsibilities of a specific district's board and superintendent. (TE)

ED 295 290 EA 020 015

Hoyle, John R.
The 21st Century Superintendent: A Great Motivator. Paul B. Salmon Memorial Lecture.
PUB DATE- 21 Feb 88
NOTE- 37p.; Paper presented at the Annual Meeting of the American Association of School Administrators (Las Vegas, NV, February 19-22, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Administrator Characteristics; *Administrator Education; Educational Change; Elementary Secondary Education; Futures (of Society); Higher Education; *Management Development; *School Effectiveness; *Superintendents

After recognizing the accomplishments of Paul B. Salmon and other great U.S. superintendents, this paper describes the current media image of school superintendents, reviews current research, explores essential new developments in preparation and renewal programs, and sketches a profile of the 21st century superintendent. Superintendents have an image problem. They are frequently stereotyped as insensitive, uncreative bureaucrats who are totally isolated--until more tax monies are needed or the latest school riot needs to be explained. Despite the superintendency's importance in the effective schools movement, only a few research studies have analyzed the superintendent's influence on schooling and student performance. Existing literature addresses three general areas: (1) the profile of the superintendent as a white, male, middle-aged, well-educated conservative who retains the job for seven years; (2) the identification and validity of the

consensus among researchers about the value of systematically incorporating cognitive instruction into the elementary school curriculum. First is a comprehensive framework by Robert J. Marzano and C. L. Hutchins for an integrated approach to thinking skills that has been developed and tested by the Mid-Continent Regional Educational Laboratory. Next are three research studies conducted at the elementary level that reveal the efficacy of cognitive instruction both in raising achievement levels and in closing the gap between high and low achievers. These studies focus, respectively, on metacognitive strategies of first- through third-grade teachers, writing instruction for second-graders, and mathematics instruction in kindergarten. The final selection describes the development and implementation of a successful cognitive instruction program for kindergarten through third grade in an urban school district. (TE)

ED 295 303 EA 020 055

Burger, John M.
Teacher Evaluation Policy Implementation.
Alberta Dept. of Advanced Education, Calgary.
PUB DATE- Oct 87
NOTE- 210p.
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Educational Policy; Elementary Secondary Education; Foreign Countries; Interviews; Organizational Theories; *Policy Formation; *Politics of Education; Principals; *State School District Relationship; Superintendents; Teacher Attitudes; *Teacher Evaluation
IDENTIFIERS- *Alberta; *Policy Implementation

This study investigated the degree of teacher evaluation policy implementation in Alberta, the events that influenced teacher evaluation policy adoption, and the variables that affected the policy implementation process. The first phase of the study was primarily qualitative, using semistructured interviews with selected key decision-makers and leaders in teacher evaluation in Alberta. A primary purpose of this phase was to identify the historical background, discover the purposes and intents of teacher evaluation policy visualized in the policy planning stage, and determine the educational leaders' perceptions of the degree of

NOTE- 134p.
AVAILABLE FROM- Publication Sales, Deakin University Press, Deakin University, Geelong, Victoria 3217, Australia ($12.50 Australian; quantity and educational discounts).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Collected Works - General (020)
DESCRIPTORS- Educational Assessment; Educational Economics; *Educational Philosophy; *Educational Policy; Educational Principles; Educational Trends; Elementary Secondary Education; Foreign Countries; *Foundations of Education; Ideology; *Political Science; *Politics of Education; Social Stratification
IDENTIFIERS- Australia (Victoria)

As a result of social and economic trends of the past decade, public schools in industrialized nations now face severe political problems, manifested by declines in enrollment, budget, public confidence, and legitimacy of administrative authority. As a consequence, a fundamental reassessment of educational policy and management is underway in many settings. The introductory paper in this volume therefore illustrates ways in which political science can illuminate and assist this reassessment. Topics discussed include the context of decline, the relationship between political science and educational administration, the politics and management of decline, and rethinking educational policy and its implementation. The second part of the volume consists of four articles by separate authors on related topics: (1) "Leadership for Cut-back Management: The Use of Corporate Strategy," by R. Behn; (2) "School Administrators Beseiged: A Look at Australian and American Education," by T. Murphy; (3) "Toward A Political Economy of Educational Innovation," by G. J. Papagiannis and others; and (4) The Politics of Curriculum Change and Stability," by W. L. Boyd. An annotated bibliography completes the volume. (TE)

ED 295 317 EA 020 079

Codd, John
Philosophy, Common Sense and Action in Educational Administration. ESA 841, Theory and Practice in Educational Administration.
Deakin Univ., Victoria (Australia).
REPORT NO.- ISBN-0-7300-0014-1
PUB DATE- 84
NOTE- 117p.

This volume is part of a series of monographs from Australia devoted to outlining an alternative approach, based on neo-Marxist concepts, to educational administration. The introductory essay in the volume is an argument for the democratization of education by establishing a case for changing schools: by discussing industrial democracy as a democratic ideal, by providing examples of reform in educational administration, and by proposing some possible avenues for action. Accordingly, the first major section of the paper focuses on the role of school members--administrators, teachers, students, and parents--in schools today. After introducing the concept of industrial democracy, the paper provides current examples of reform in educational administration in Yugoslavia, Sweden, the United States, and the Australian Capital Territory. Avenues for action in creating more democratic schools are then suggested for administrators, teachers, students, and parents. Four readings by separate authors follow: (1) "Education and Organizational Democracy," by Henry M. Levin; (2) "Exploring Linkages between Dewey's Educational Philosophy and Industrial Reorganization," by Arthur G. Wirth; (3) "Market versus Mandator: Control Structure and Strategies for Change in School Organizations," by Gunnar Berg; and (4) "An Apprenticeship in Democracy," by Tony Knight. An annotated bibliography is included. (TE)

ED 295 329 EA 020 093

Musgrave, P. W.
Curricular Decisions in Their Administrative Contexts. ESA844, Administrative Context of Schooling.
Deakin Univ., Victoria (Australia).
REPORT NO.- ISBN-0-7300-0187-3
PUB DATE- 85
NOTE- 125p.; For related documents, see EA 020 080-081 and EA 020 091-094.
AVAILABLE FROM- Publication Sales, Deakin University Press, Deakin University, Geelong, Victoria 3217, Australia (Stock No. ESA844M02; $12.50 Australian; quantity and educational discounts).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Collected Works - General (020) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Curriculum Design; Curriculum Development; Curriculum

This case study examines the development and implementation of secondary education policy in Ontario as defined in "Ontario Schools: Intermediate and Senior Divisions (OSIS)--1984." Data were gathered for the period from 1980 when the Secondary Education Review Project (SERP) was initiated, to 1984 when the policy outlined in OSIS was to be fully implemented. Data were drawn from relevant documents, interviews with 19 knowledgeable persons, and a survey of Ontario secondary school principals. A survey questionnaire about the factors and conditions that affect policy implementation was distributed to 259 secondary school principals from 53 randomly selected school boards throughout Ontario. Usable returns were received from 159 principals (60 percent). Results indicate that principals' personal beliefs and professional experiences dominate the decision-making process and increase in importance in the later stages of the implementation process. The data on OSIS implementation indicates that the administrative aspects of OSIS were perceived by principals to have been fully implemented by 1986 but that the philosophical intent of the policy had yet to be implemented within courses and integrated into classroom activities. Included with the text are 7 figures and 19 tables. A total of 11 pages of references are attached to the 2 sections of the report. (MLF)

ED 295 343 EA 020 258

Characteristics of Public Elementary and Secondary Schools in the United States, 1986-87. E.D. TABS.
Center for Education Statistics (OERI/ED), Washington, DC.
REPORT NO.- CS-88-045
PUB DATE- May 88
NOTE- 15p.; Contains some small, blurred print. Data Series identified as: DR-CCD-86/87-2.3.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Elementary Secondary Education; Enrollment; Government Publications; *Institutional Characteristics; Preschool Education; *Public Schools; School Organization; School Size; *School Statistics; Special Education; State Departments of Education; Tables (Data); Teacher Student Ratio; Vocational Education

This report includes state-level tabulations of basic data on the numbers, sizes, types, and grade spans of public schools in the United States for the school year 1986-87. The data are based on

DESCRIPTORS- Administrator Role; Agency Cooperation; *Delivery Systems; *Disabilities; Educational Finance; *Federal Legislation; Infants; Intervention; Program Implementation; *Rural Education; Special Education; State Federal Aid; *State Programs; Young Children
IDENTIFIERS- *Early Intervention; *Education of the Handicapped Act Amendments 1986

This paper discusses the basic content of Titles I and II of Public Law 99-457: the Amendments to the Education of the Handicapped Act, and their implications for providing early intervention services to rural populations. "Title I: Services to Infants and Toddlers" discusses provisions of the law, its rationale, definitions of terms relevant to implementation of the law, the state plan to establish an interagency coordinating council, and required components of the statewide system for providing early intervention services. "Title II: Services for the Three-- through Five Year-Olds" discusses sources of federal funding that will be lost by states that do not comply with Title II, provisions of Title II, and its funding levels. Implications of this law for rural districts include the generation of new revenue to serve children from birth to age 5, the option of contracting services from existing agencies and programs, regionalization of services, and the flexibility of allowable models for service delivery. Administrators are encouraged to become informed of their state's intentions in terms of compliance with the law, which is not mandated, and are urged to seek representation on advisory committees and on their state's interagency coordinating council. (JDD)

ED 295 357 EC 202 593

Bell, David; Steinmiller, Georgine
Teaching in Rural America: Dual Certification, a Redefinition of Regular and Special Education Roles.
PUB DATE- Mar 87
NOTE- 10p.; In: Linking Programs and Resources for Rural Special Education. Proceedings of the Annual National Conference of the American Council on Rural Special Education; see EC 202 583.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Disabilities; Education Majors; *Elementary Education;

ED 295 370 EC 202 806

Dyck, Norma J.; Thurston, Linda P.
A Promising Teacher Training Model for Rural Settings.
PUB DATE- Nov 87
NOTE- 16p.; Paper presented at the Council for Exceptional Children's Topical Conference on the Future of Special Education (Orlando, FL, November 15-17, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Demonstration Programs; *Distance Education; *Inservice Teacher Education; Models; Professional Development; *Rural Schools; *Special Education; Teacher Education Curriculum; *Teacher Education Programs; Teacher Evaluation; Teacher Recruitment; Teacher Supervision; Teacher Supply and Demand; Teleconferencing

A training model to prepare practicing teachers in rural areas as special educators is described. Developed at Kansas State University, the model employs a multi-modal approach which combines a variety of long-distance teaching methods with traditional on-campus summer course work. The model incorporates the use of an interactive audio telecommunications network, independent study, and field experiences that allow students to apply their newly learned skills in the settings where they work. Each training cycle is conducted over a spring-summer-fall time span. During the spring semester, participants attend an on-campus conference, read selected materials, and participate in several teleconferences. The content of the teleconferences ranges from discussion of reading assignments to guest speaker presentations or a networking of experts from locations anywhere in the country. Summer activities include traditional courses on campus and simulated lab experiences. During the fall semester, teachers apply new skills in the school districts where they are employed, with the assistance of a local collaborator who provides advice and feedback. Teleconferences link students with university resources for problem-solving. A final drive-in conference is held near the end of the semester. Evaluation methods include student self-assessment on a continuing basis through keeping logbooks. (Author/JW)

ED 295 371 EC 202 807

Concept Measures; *Self Esteem; *Skill Development; *Student Motivation
IDENTIFIERS- 310 Project

A project was conducted at Crossroads Drug and Alcohol Rehabilitation Center (Erie, Pennsylvania) to help residents build self-esteem and confidence through a course involving decision making, problem solving, and values clarification. Strategies, academic skills, reading, writing, and mathematics were introduced as part of the program. Over the years, counselors at the Center have noted the substance abusers have one outstanding problem--poor self-image. Clients were helped to set goals and to prepare for the General Educational Development Tests in order to receive a high school diploma. A curriculum centered on motivation lessons that would increase self-esteem, enhance decision-making ability, and give the students goal-making skills was developed and implemented. The BASIS test was used for pre- and posttesting. Self-esteem was measured by the Junior-Senior High School Personality Questionnaire (HSPQ). To implement the curriculum, two adult learning center instructors met with 41 Crossroads students in groups of eight for two hours per week. Lessons included exercises, grammar, sharing of feelings, writing activities, and group discussion. The results of the academic testing showed increases in both mathematics and reading areas. The results of the personality testing were inconclusive, often due to the clients' use of medication, but their comments and the comments of staff members were positive. Many of the students were continuing their education following the conclusion of the program. (Ten motivation lessons that were developed for the program are included in this report.) (KC)

ED 294 993 CE 049 971

Sharpening the Competitive Edge. Case Studies: Partnerships for Training and Retraining in a Changing Economy.
National Alliance of Business, Inc., Washington, D.C.
SPONS. AGENCY- Department of Commerce, Washington, D.C.
REPORT NO.- CLH-117-3; ISBN-0-88713-619-2
PUB DATE- Nov 87
NOTE- 37p.
AVAILABLE FROM- National Alliance of Business, 1015 15th Street, NW, Washington, DC 20005 ($7.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

Session.
Congress of the U.S., Washington, D.C. House Committee on Veterans' Affairs.
PUB DATE- 10 Sep 86
NOTE- 258p.; Serial No. 99-60.
AVAILABLE FROM- Superintendent of Documents, Congressional Sales Office, U.S. Government Printing Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Agency Role; Educational Needs; Health Needs; Hearings; *Homeless People; Housing Needs; Individual Needs; Policy Formation; Private Agencies; *Public Agencies; *Public Policy; *Unemployment; *Veterans
IDENTIFIERS- Congress 99th

This congressional report contains the testimony that was presented at a hearing to examine the needs of homeless and unemployed veterans. Testimony was provided by representatives of the following agencies and organizations: the Vietnam Veterans Ensemble; the National Coalition for the Homeless; the various Veterans' Administration (VA) departments and services; the National Economics Commission and National Legislative Commission of the American Legion; the New York City Committee on Homeless Veterans; the U.S. Department of Labor and its Office of Veterans' Employment, Reemployment and Training; the National Legislative Service of the Veterans of Foreign Wars of the United States; the Federal Task Force on the Homeless, Family Support Administration, Department of Health and Human Services; and the Vietnam Veterans of America. Letters, prepared statements, and written committee questions and answers are also included. The following papers are also included in the report: a description of 18 programs operated by the VA that may be used to help homeless veterans and their families, a white paper on veterans' center services to homeless veterans, policy statements of the VA's Department of Veterans' Benefits and Department of Medicine and Surgery; services to homeless veterans provided by VA regional offices, and a summary of the activities of the Federal Task Force on the Homeless. (MN)

ED 295 008 CE 050 194

The Montgomery GI Bill. Hearings before the Subcommittee on Education, Training and Employment of the Committee on Veterans' Affairs. House of Representatives, One Hundredth Congress, First

Implementation; Secondary Education; *Sex Fairness; *Vocational Education; *Womens Education
IDENTIFIERS- *Carl D Perkins Vocational Education Act 1984

This report examines how the sex equity provisions of the Carl D. Perkins Vocational Education Act have been implemented in 16 states. It focuses on the implementation of the key provisions in the law that affect women and girls: the single parent and homemaker program (8.5 percent set-aside), and the sex equity program (3.5 percent set-aside). The provisions examined are as follows: (1) administration of the 8.5 percent and 3.5 percent set-aside funds; (2) distribution/allocation of the set-aside funds; (3) use of community-based organizations; and (4) support services. The report also includes specific examples of programs and practices that demonstrate positive uses of the set-aside funds and recommended legislative changes. The information in this report was collected by the Vocational Education Task Force from various sources including representatives from community colleges, secondary schools, community-based organizations, women's advocacy groups, sex equity coordinators, and state officials. (KC)

ED 295 022 CE 050 220

Florini, Barbara M.; Vertrees, Daniel
AEDNET: An Electronic Network for Adult Education. Techniques.
PUB DATE- Jun 88
NOTE- 3p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Journal Articles (080)
DESCRIPTORS- *Adult Education; Adult Educators; Computer Oriented Programs; Educational Researchers; *Electronic Mail; Information Dissemination; *Information Networks

This brief note is a description and invitation to educators, practitioners, and researchers to participate in AEDNET, a special network of electronic mail created for people in adult education. The description of AEDNET provides a history of the network and lists current and future benefits of AEDNET. Information is then presented on joining AEDNET (Adult Education Network). Finally, the pluses and minuses of electronic mail are discussed. (YLB)

ED 295 036 CE 050 248

Sheldrake, Peter

The Technical and Further Education System and Industry: Joint Use of Facilities.

TAFE National Centre for Research and Development, Payneham (Australia).

REPORT NO.- ISBN-0-86397-172-5
PUB DATE- 88
NOTE- 86p.
AVAILABLE FROM- Nelson Wadsworth, P.O. Box 4725, Melbourne, Victoria 3001, Australia.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Corporate Support; Developed Nations; *Educational Cooperation; Foreign Countries; Industry; Postsecondary Education; *School Business Relationship; *Shared Facilities; *Technical Education
IDENTIFIERS- *Australia

The purpose of this report, based on interviews and examination of relevant reports and papers, is to provide an illuminative picture of technical and further education (TAFE)/industry interaction in Australia. Chapter 1 sets forth a typology of interaction. Chapter 2 examines perspectives on the nature of TAFE/industry collaboration. Three very different views of the relationship are summarized--views that were evident in interviews with TAFE administrators, TAFE college staff, and people from industry. Chapter 3 examines seven basic issues and their implications for interaction between TAFE and industry: ignorance of what TAFE does, credibility of TAFE awards, staff attitudes, what constitutes an industry, identification of industry needs, competition, and state versus local needs. Chapter 4 studies actual instances of liaison between TAFE and industry in the context of the typology set out in Chapter 1. Chapter 5 looks at two possible directions for future development--the development of industry skills centers and a training levy on industries. The report concludes with a brief chapter reviewing some key ways in which increased industry participation in training might be effected. An appendix contains a report of a preliminary study for the project on the ways and means of promoting shared facilities between TAFE and industry in Western Australia. (YLB)

lists, teaching activities, information sheets, evaluation questions, and answers to the questions. A bibliography completes the guide. (KC)

ED 295 050 CE 050 313

Child Care Curriculum.
Alaska State Dept. of Education, Juneau. Div. of Adult and Vocational Education.
PUB DATE- 87
NOTE- 82p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; *Child Caregivers; *Child Development; Competence; Competency Based Education; Course Content; *Day Care; Educational Resources; *Job Skills; Learning Activities; Secondary Education; State Curriculum Guides; Teaching Methods; Vocational Education
IDENTIFIERS- *Alaska

This competency-based curriculum is designed to be a handbook for the development of child care programs. It details the competencies, developed through a survey of child care provider-employers in Alaska, that students will require in a vocational child care program. The handbook is organized in seven sections. Section I introduces the concept of competency-based curriculum and the role of vocational educators in curriculum planning and implementation. Section II provides the scope, sequence, and hierarchy of child care competencies. The next section presents the curriculum, including the following competencies (with related tasks): safe environment, health and nutrition, learning environment, physical development, cognitive development, communication, creative development, self-concept, social development, guidance and discipline, employability skills, parental involvement, program management, and professionalism. Section IV contains course descriptions to assist school districts in developing their vocational programs. Section V provides curriculum analysis matrices for determining competencies to be included in specific child care courses. Section VI contains a sample skills card for evaluating and recording student progress. Section VII lists information on resources and specific materials available in Alaska and the rest of the nation. (KC)

Office, U.S. Government Printing Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Federal Legislation; *Health Care Costs; *Health Insurance; Hearings; *Older Adults
IDENTIFIERS- *Catastrophic Insurance; Congress 100th; Long Term Care; Medicare

This document, the second in a series of three which present the text of Senate hearings on catastrophic health insurance, focuses on the impact of catastrophic health insurance on consumers and health care providers. Testimony is included by these witnesses: (1) Senator Pete V. Domenici; (2) Wilbur Cohen, professor of Public Affairs, University of Texas; (3) William Hutton, executive director, National Council of Senior Citizens; (4) John Denning, president, American Association of Retired Persons; (5) John P. McDaniel, president, Midlantic Health Care Group; (6) Ruth Constant, president, Port Arthur Home Health, Beaumont Home Health and Wichita Home Health, Victoria, Texas; (7) Paul Willging, executive director, American Health Care Association; (8) Jerald R. Schenken, member, Board of Trustees, American Medical Association; (9) Richard Materson, president, American Academy of Physical Medicine and Rehabilitation; (10) Gary Shorb, president, Regional Medical Center at Memphis, Tennessee; (11) J. E. Stibbards, chairman, Board of Trustees, National Association of Children's Hospitals and Related Institutions; (12) Doris Nash, public affairs director, Cancer Care, Inc.; (13) Camilla M. Miller, member, Board of Trustees, National Alliance for the Mentally Ill; and (14) Shervert Frazier, Medical Director, McClean Hospital (Massachusetts). Prepared statements by Senators George J. Mitchell, John Heinz, and John H. Chafee are included. A comparison of the selected Medicare catastrophic insurance bills is presented. (ABL)

ED 295 065 CG 020 805

Johnson, Patrick B.; Reszka, Diane
Alcohol Locus of Control.
PUB DATE- 86
NOTE- 6p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)

assessment. A curriculum integration activities feedback form and blank suggested activity forms are included. Information on relevant federal and state statutes and court cases is included. A summary of North Carolina laws and punishments on driving while intoxicated or under the influence of drugs is included. An article on search and seizure in public schools is reprinted. Information bulletins on these topics are provided: (1) the shared responsibility of drug and alcohol education; (2) alcohol; (3) amphetamines; (4) cocaine; (5) confidentiality requirements for school personnel; (6) depressants; (7) drugs and you; (8) fetal alcohol syndrome; (9) hallucinogens; (10) inhalants; (11) legal information for school personnel regarding student alcohol or drug use; (12) Lysergic Acid Diethylamide; (13) marijuana; (14) nicotine/cigarettes; and (15) steroids. (ABL)

ED 295 079 CG 020 819

Bonaparte, Gertrude; And Others
Policy and Position Paper on Comprehensive Guidance and Counseling Programs.
Michigan State Dept. of Education, Lansing.
PUB DATE- May 87
NOTE- 17p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Board of Education Policy; *Counseling Services; Counselor Role; *Elementary Secondary Education; *Guidance Programs; Learning; *School Counseling; School Guidance; *State Boards of Education; State Legislation
IDENTIFIERS- Michigan

This policy and position document was prepared for the Michigan Department of Education with the purpose of assisting local education agencies in taking the necessary steps to strengthen guidance and counseling programs and practices in order to enhance learning. The document states that although program options may vary within the state, quality programming presents a common set of expectations for guidance and counseling programs and includes implications for counselor roles and functions. Nine elements of these quality programs are listed. The definition of the guidance and counseling role in the Michigan General School Laws is provided. The policy of the State Board of Education that educational institutions address the individual and group needs of

NOTE- 25p.; Paper presented at the Annual Society for the Study of Social Problems Meeting (37th, Chicago, IL, August 14-16, 1987).
GRANT- R01-MH-37849
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Deinstitutionalization (of Disabled); *Human Services; *Mental Disorders; *Program Effectiveness; *State Legislation; State Programs
IDENTIFIERS- North Carolina; *Outpatient Commitment

The North Carolina State Legislature made outpatient commitment (OPC) criteria less restrictive than involuntary hospitalization criteria, provided an enforcement mechanism, gave facilities and staff immunity from liability, and allocated funds for OPC patients. Data collected in a state-wide study of civil commitment respondents in North Carolina were used to evaluate the effectiveness of OPC as a less restrictive alternative to involuntary hospitalization. Analysis was limited to civil commitment respondents who were chronically mentally ill, had refused psychiatric medication, and had histories of prior hospitalization and prior dangerousness. This study compared 6-month outcome data for those who were court-ordered to outpatient treatment with those who were released and those who were committed to the hospital. Multiple outcome measures indicated that respondents ordered to outpatient treatment were as well off as respondents who were released and those who were initially committed to the hospital; and they were significantly more likely to use aftercare services and to continue in treatment. The findings suggest that outpatient commitment is an effective, less restrictive alternative to inpatient commitment for dealing with the chronically mentally ill who revolve in and out of courts and mental hospitals. (Author/NB)

ED 295 095 CG 020 835

Edwards, Andrew; Hiday, Virginia Aldige'
Attitudes towards and Knowledge of AIDS.
PUB DATE- Aug 87
NOTE- 16p.; Paper presented at the Annual Society for the Study of Social Problems Meeting (37th, Chicago, IL, August 14-16, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.

Hunt, Claire Y.
The Tree of Life: A Response to Teen Suicide.
Grosse Pointe Public School System, Mich.

PUB DATE- Oct 86
NOTE- 160p.; Some pages are printed on light and dark grey and rose colored paper.
AVAILABLE FROM- Wayne County Intermediate School District, 33500 Van Born Rd., Wayne, MI 48184 ($10.00).
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- *Adolescents; Behavior Patterns; *Crisis Intervention; Elementary Secondary Education; Emotional Response; *High Risk Students; Identification; Personality Traits; *Prevention; *School Role; *Suicide

This document presents guidelines for school staff to use in responding to an adolescent suicide. It gives statistics on teenage suicides and suicide attempts and examines characteristics of high-risk adolescents. Behavior patterns associated with adolescent suicide are described, paying close attention to the patterns of depression, substance abuse, and homosexuality. Risk factors associated with adolescent suicide, personality traits of high-risk adolescents, and the contagion effect of adolescent suicide are discussed. A chapter on the response to suicide focuses on intervention, prevention, and reaction. The formation of a school crisis team is explained and suggested procedures for the team to use in dealing with suicide-related referrals are listed. A reaction outline presents a compilation of several school districts' responses to student suicides. It is noted that the model presented can be adjusted to address suicide attempts or other emotionally catastrophic events. Eleven recommendations by the Sudden Adolescent Death Committee concerning an adolescent suicide are listed. The final section discusses an early detection and treatment program for adolescent suicide prevention. An epilogue contains a statement of suicide addressed to the Grosse Pointe, Michigan community. Relevant materials on drug abuse, copy cat suicides, a lethality assessment, and a resource directory are appended. (NB)

ED 295 109 CG 020 849

secondary students, were given a questionnaire to check on the effect of specific auctorial techniques and to chart readers' attitudes and the way they changed during the reading. Results showed that it is possible to chart many aspects of the literary experience both during and after the reading in a way which is meaningful to virtually all readers and that the information obtained can be subjected to statistical analysis. Descriptions of the planning and the development of three more studies (Ram 2, 3, and 4) are based on the results of the original study. These descriptions include the purposes of the studies, the problems of translation, and the development of the questionnaire. Ram 2 will chart 600 Danish readers' immediate attitude to the short story. Ram 3 will use four different versions of the text to chart the effect of narrative techniques with 1,600 Danes. Ram 4 will do the same in the United States. (Five tables of data are included, and four references and an appendix containing a set of questionnaires and the translation of the original short story used in the study are attached.) (MS)

ED 295 123 CS 009 144

Dollerup, Cay; And Others

An Introductory Survey of the Danish Investigations in Experimental Reader Response Research. Fourth Edition.

REPORT NO.- ISBN-87-89065-07-7

PUB DATE- Jan 87

NOTE- 28p.; Prepared by the Research Unit for Experimental Studies in Reader Response, Department of English, University of Copenhagen, Denmark. For related document, see CS 009 143.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Information Analysis/State-of-the-Art Materials (070)

DESCRIPTORS- Adult Students; Folk Culture; Foreign Countries; Higher Education; Interdisciplinary Approach; Language Tests; Literature Reviews; *Reader Response; Reading Attitudes; Secondary Education; Short Stories

IDENTIFIERS- *Denmark; Fairy Tales; *Reader Response Criticism; Scandinavia

This paper presents a history of Danish studies in reader response research, including the addition of questionnaires to the research. The paper describes nine studies in reader response research, including information on their stages, persons responsible, IDENTIFIERS- *Creative Visualization; Spelling Growth

A creative visualization approach to spelling and word recognition has been tried successfully with both adults and children. Unlike the traditional phonic approach to spelling, which is a left brain, analytical approach, the creative visualization approach uses the right brain. In addition, the approach eliminates the unpleasant associations with spelling that have been conditioned within the individual. The approach has two phases: pre-assessment and instruction. In the pre-assessment phase, students' eye movement patterns as they are related to visually remembered material are calibrated. In the instructional phase ten words are taught over the course of five days. Day one activities include observing a word which is held in the direction of the student's eye movement accessing pattern, practicing blinking responses, picturing new words on the forehead or chest of a favorite hero, and spelling new words backwards, then forwards. On day two words are reviewed, and color is used in the visualization. On day three students correct misspelled words, and practice the visualization methods with difficult words (determined by spelling tests). On day four students practice visualization with "chunks" of the words they have difficulty with. Finally, on day five, students take a spelling test, and check and correct one another's work. Additionally, students should sit up straight while spelling and be motivated to maintain a positive belief system. (ARH)

ED 295 138 CS 009 172

Dollerup, Cay; And Others

Background and Preliminary Plans for the Project. Folktale: A Cross-Cultural, Interdisciplinary Study of the Experience of Literature. Report No. 1.

Copenhagen Univ. (Denmark). Dept. of English.

REPORT NO.- ISBN-87-89065-04-2

PUB DATE- 1 Mar 85

NOTE- 27p.; Prepared by the Research Unit for Experimental Studies in Reader Response. For related documents, see CE 009 173-178.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Cross Cultural Studies; *Folk Culture; Foreign Countries; Interdisciplinary Approach; Literature Appreciation; *Reader Response; *Reader Text Relationship; *Reading Attitudes; Reading Research; Secondary Education; Short Stories; Translation

Instruction; *Reading Skills; *Remedial Instruction; Secondary Education; *Vocational Education
IDENTIFIERS- Florida

This manual provides teachers with abstracts of instructional materials intended for use with mildly handicapped students in language arts classes. The materials are correlated with the intended outcomes of each course as specified in the state curriculum guidelines for grades 9-12. The abstracts are organized by subject matter and level: applied English (levels 1-4), applied vocational English, applied reading skills, (levels 1-4), functional language arts (levels 1-4), functional vocational English, and functional reading skills (levels 1-4). Each materials item is abstracted on a single page and includes the following: (1) title; (2) author; (3) publisher's name; (4) publisher's address; (5) copyright date for the most recent edition; (6) price; (7) state adopted (yes or no); (8) date--period for which the item has been adopted; (9) media types; (10) consumable (yes or no)--indicates whether the item can be used repeatedly; (11) educational level; (12) readability level; (13) subject descriptors; (14) annotation--a brief narrative description of the format, content, or appropriate use of the material; (15) comments--specific recommendations that may be helpful to teachers in making decisions about purchase, instructional adaptation, or classroom use of the material; and (16) correlations with state-wide course guidelines. Presented in the four appendixes are criteria for inclusion of materials, a workscope and contact list, a booklet evaluation form, and a materials abstract form. (ARH)

ED 295 152 CS 211 241

Instructional Software for Exceptional Students: Language Arts. Secondary Education.

Florida State Dept. of Education, Tallahassee. Bureau of Education for Exceptional Students.

PUB DATE- Aug 87
NOTE- 150p.; A product of the Florida Diagnostic & Learning Resources Resources System. For related document, see CS 211 240.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Computer Software Reviews; *Language Arts; Learning Disabilities; Learning Problems; Reading Instruction; Secondary

lack of money and resources; photography; lack of time; inability to meet deadlines; students' lack of motivation and commitment; and students' lack of layout and design skills. Schedule conflicts, as well as lack of money, time, and administrative approval, were identified as the reasons most likely to prevent them from taking their students to journalism workshops. Results show that a need for traditional "skills" workshops for high school journalism students still exists, but that there also is a need for workshops which will help advisers solve time and money problems, as well as difficulties involving student commitment and motivation. (Six tables of data 13 notes are included, and one appendix is attached.) (MS)

ED 295 166 CS 211 259

Abrams, J. Marc; Goodman, S. Mark
End of an Era? The Decline of Student Press Rights in the Wake of the Kuhlmeier Decision.
PUB DATE- Jul 88
NOTE- 52p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (71st, Portland, OR, July 2-5, 1988).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142) Historical Materials (060)
DESCRIPTORS- Censorship; Civil Liberties; Constitutional Law; *Court Litigation; Freedom of Speech; High Schools; Journalism Education; Public Schools; School Law; *School Newspapers; School Supervision; *Student Publications; *Student Rights
IDENTIFIERS- *First Amendment; *Hazelwood School District v Kuhlmeier

A student's right to freedom of expression was well-protected by twenty years of legal history until the United States Supreme Court in its 1988 decision Hazelwood School District, et al. v. Kuhlmeier, et al. sharply limited this right by approving a school district's censorship of a high school newspaper. Prior to the Kuhlmeier decision courts often used the "public forum" doctrine to uphold freedom of speech or expression. No censorship of expression occurring in a public forum is allowed. School publications were held to be public forums, and absent a showing of "material and substantial interference with school work or discipline" schools could not restrain the full First Amendment rights of their students. The Kuhlmeier decision held that the school newspaper was

Magee, Rosemary M.

The Project at Emory University: The Importance of Being Eclectic.

PUB DATE- Mar 88

NOTE- 5p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (39th, St. Louis, MO, March 17-19, 1988).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - General (140) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- College Curriculum; *College Faculty; Curriculum Development; Educational Change; Higher Education; *Professional Continuing Education; Teaching Methods; *Workshops; *Writing Across the Curriculum; *Writing Instruction

IDENTIFIERS- Emory University GA; Writing Attitudes

In initiating Writing across the Curriculum (WAC) on the campus of Emory University, project directors discovered inadvertently that an eclectic approach to the use of writing in the classroom was the most effective means of engaging Emory's faculty in a positive way. In short, Emory's WAC motto has become, "if it works; use it." As a result, nearly 40 faculty members in different disciplines have developed ways of their own to work with writing in their classrooms--work that has enhanced the quality of both faculty teaching and student writing across the Emory campus. Although eclecticism has its limits, it has served Emory's WAC program well. (ARH)

ED 295 180 CS 211 274

Cross, Geoffrey A.

What Are They Really Doing? Observations of Basic and Professional Writers Using Word Processors.

PUB DATE- Mar 88

NOTE- 19p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (39th, St. Louis, MO, March 17-19, 1988).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Business Skills; *Computer Assisted Instruction; English (Second Language); Higher Education; Insurance Companies; Teacher Role; Technical Writing; *Word Processing; *Writing Instruction;

Rehnquist Supreme Court takes over. All freedom of expression decisions were analyzed for the 16 years of the Warren Court, 1953-69, and the 17 years of the Burger Court, 1969-86. Data indicated that the Warren Court (1) did not become significantly involved in libel until the last six of its 16 years when it created the actual malice rule; (2) averaged two libel decisions per year; and (3) heard 16% of libel appeals. The Burger Court averaged 1.2 libel decisions per year and heard 6% of the libel cases appealed to it. During its last six years, the Warren Court was more of an activist court in the area of libel than the Burger Court. Findings also showed that libel defendants won 87% of the time under Warren, compared to 45% under Burger. (Three tables of data and 56 notes are included.) (MS)

ED 295 195 CS 211 289

Kightlinger, Diane R.
Judges Fight Trial Publicity: Open the Courtroom but Close Participants' Mouths.
PUB DATE- Jul 88
NOTE- 39p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (71st, Portland, OR, July 2-5, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Court Litigation; *Court Role; Courts; Legal Problems; *Mass Media Role; News Media; Press Opinion
IDENTIFIERS- *Courtroom Procedures; Defendants; First Amendment; Judicial Attitudes; Media Government Relationship; Prior Restraint (Censorship); Public Interest; *Trials

Since, in most cases, sequestration is no longer an option for judges to insure an impartial jury, judicial restraints or suppression orders directed at trial participants have become increasingly attractive. The problem is that the press has a desire to disseminate information about the judicial process to the public. Silence orders prohibiting extrajudicial comment by trial participants raise important questions about the right of participants to communicate with the public, in particular via the press, and the right of the press to gather news. Clarification of participants' rights and the correct standard of review is needed

DESCRIPTORS- College Curriculum; *Core Curriculum; *Curriculum Development; Degree Requirements; Educational Change; Educational Trends; Higher Education; *Journalism Education; *Majors (Students); *Needs Assessment

IDENTIFIERS- Boyer (Ernest L); Curriculum Emphases; *Media Education

Several events in 1987--including the publication of Ernest L. Boyer's "College: The Undergraduate Experience in America" and the second edition of the "Oregon Report"--reflect the developments in curriculum reform in journalism and mass communication education. Boyer's "enriched major" perspective (stating that general and specialized education should be viewed as contributing to common, not competing, goals) is a major step toward increasing both respect and reform in journalism and mass communication programs in the context of overall undergraduate reform. This concept provides a broad framework in which undergraduate pre-professional fields, such as mass communication, can become part of liberal education. To facilitate reform, mass communication educators need to: (1) evaluate themselves and their course offerings in light of what is fundamental and common to the field of mass communication; (2) push to include mass communication (now a major force in modern society) in the core curriculum of every university; (3) more forcefully and effectively articulate to media professionals their liberal and general education role; and (4) join with business, engineering, education, computer science, and other educators in appropriate pre-professional fields to determine points of commonality. These four steps should not only help liberate liberal education, but also help liberate journalism and mass communication programs from their peripheral role in undergraduate education and provide coherence in understanding the media. (Forty-three references are attached.) (MM)

ED 295 209 CS 211 308

Cohen, Jeremy; And Others

Testing Some Notions of the Fact/Opinion Distinction in Libel.

PUB DATE- Jul 88

NOTE- 25p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (71st, Portland, OR, July 2-5, 1988).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)

Calabrese, Andrew M.; Acker, Stephen R.
Information System Design: A Case Study in the Generation of Innovations.
PUB DATE- May 87
NOTE- 29p.; Paper presented at the Annual Meeting of the International Communication Association (37th, Montreal, Quebec, Canada, May 21-25, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Action Research; Case Studies; Electronic Publishing; Induction; Information Dissemination; *Information Networks; *Innovation; Operations Research; *Research and Development; *Research Methodology; Scientific Methodology; Social Scientists; *Technological Advancement
IDENTIFIERS- *Electronic Document Delivery; *OCLC

Arguing in the introduction that designing information systems must involve the integration of social/organizational as well as technical activities, and assuming that the contribution of social scientists studying innovation will be enhanced through increased participation in the design process, this paper presents a case study in the generation of innovation. The innovation under consideration is an electronic document delivery system (EDD) under development in the Office of Research at the Online Computer Library Center, Inc. (OCLC), an international, nonprofit cooperative founded in the late sixties to serve libraries with automated cataloging services. For this study, data on OCLC was gathered intensively over a period of 18 months, beginning in 1979 and periodically in the years since that time. An argument is made in the paper for viewing information systems from a socio-technical perspective as early as possible in the design stage of innovation, since without consideration of the social, an idealized technical design concept may not move forward as a practical social system as it has been conceived. The literature of action research is reviewed for its relevant application to the generation of innovation, and several essential arguments are derived from the study. (Thirty-eight references are attached). (NH)

ED 295 223 CS 506 129

Calabrese, Andrew M.
Social Science Discourse: Issues in Scholarly Communication.

To assess the roles of TV news commentators during times of crisis, a study examined network news commentary during the 10 days following each of three crises--Spiro Agnew's resignation (October 10, 1973), the Saturday Night Massacre (October 22, 1973), and the seizure of the American merchant ship "Mayaguez" by Cambodians (May 11, 1975). The study was carried out in three major steps: (1) development of criteria for roles; (2) refinement of role criteria; and (3) application of roles to newscast transcripts to determine role fulfillment. Seven possible roles--developed by searching relevant literature, consulting with media critics, and interviewing commentators--included "explain the cause," "explore repercussions," "reflect on the press," "explicitly advocate," and "criticize government without explicitly advocating." Media critics were asked to study the list of possible roles, read 12 of the 26 transcripts, identify roles, refine roles, possibly add roles to the list, and discuss their analysis. Finally, the study analyzed the 14 remaining transcripts to determine role fulfillment. Three roles--"predict," "take the pulse," and "explicitly advocate government policy"--which elicited disagreement between news commentators and media critics concerning their appropriateness, were analyzed in depth. Results indicated that news commentators often did not meet their own role expectations. (Two tables of data are included, and 59 references are appended.) (MM)

ED 295 237 CS 506 179

Riffe, Daniel
Exploring the Characteristics of "News Radio" Stations.
PUB DATE- Jul 88
NOTE- 22p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (71st, Portland, OR, July 2-5, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Journalism; Media Research; *News Media; *News Reporting; *Programing (Broadcast); *Radio
IDENTIFIERS- *All News Radio; Information Selection; *Media Ownership; News Sources; News Topics; Topic Selection

A descriptive mail survey extended two earlier studies done in the 1970s on "all-news" stations (or "news radio") and compared characteristics of stations using all-news with those of stations

Greenberg, Michael R.; And Others
Network Evening News Coverage of Environmental Risk.
SPONS. AGENCY- New Jersey Inst. of Technology, Newark.
PUB DATE- Jul 88
NOTE- 23p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (71st, Portland, OR, July 2-5, 1988). The research was supported as a project of the Hazardous Substance Management Research Center.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Broadcast Television; *Hazardous Materials; *News Media; *News Reporting; Public Health; Risk
IDENTIFIERS- Broadcast Journalism; Controversial Topics; Environmental Issues; *Environmental Reporting; Media Coverage; Television Networks; *Television News

Focusing on ABC, NBC, and CBS's evening news broadcasts from January 1984 through February 1986, a study examined network news coverage of environmental risk--defined as manmade chemical, biological, and physical agents that create risk in the indoor, outdoor, and occupational environments. Using the Vanderbilt University "Television News Index and Abstracts" as a database, 564 environmental news stories were studied for the extent of environmental risk coverage, the kinds of sources used, and the similarities and differences in coverage of major acute and chronic environmental risk stories. Environmental risk reporting was also compared to coverage of other risks. For this study, 12 environmental risk categories were created, consisting of three issue-oriented categories (Bhopal gas leak, acid rain, Agent Orange), five topical categories (including hazardous waste and oil/gas releases), and four broader categories (including air and water pollution). Coverage was assessed in terms of the number of stories, the length of stories, the number of field reporters used in the coverage, and the number of film reports produced. Results revealed that networks appeared to be using the traditional journalistic determinants of news (timeliness, proximity, prominence, consequence, and human interest) plus the broadcast criterion of visual impact to determine the degree of risk-issue coverage. Little relationship was found between amount of coverage and public health risk. (Three tables of data are included, and lists of the 12 types of environmental risk stories and sources, and 28 references are appended.) (MM)

ED 295 264 CS 506 214

Womack, David L.
Black Participation in Live Network Television Interviews at the 1984 Democratic Convention.
PUB DATE- Jul 88
NOTE- 33p.; Paper Presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (71st, Portland, OR, July 2-5, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Black Influences; *Blacks; Content Analysis; *Interviews; *Minority Groups; *News Media; *News Reporting; Presidential Campaigns (United States); *Television; Television Research
IDENTIFIERS- American Broadcasting Company; Broadcast Journalism; Columbia Broadcasting System; Democratic Party; National Broadcasting Company; *Political Party Conventions

To determine the extent of Black participation during the network's convention broadcasts a study investigated how many Blacks were selected as news sources in live interviews conducted by ABC, CBS, and NBC during the 1984 Democratic Convention, the status of each Black source as compared to that of Whites who were interviewed, and how many on-camera network newspersons were Black. Broadcasts by ABC, CBS, and NBC of the 1984 Democratic Convention were recorded on video tape as they were aired. All broadcasts were reviewed and the live interviews were examined to determine the race of the network newsperson who conducted the interview and the news source of the interview. Results showed that (1) the percentage of Black participation in live interviews conducted by ABC, CBS, and NBC during the 1984 Democratic Convention was greater than in the 1972 broadcasts, but was extremely uneven during the convention week; and (2) although Blacks were interviewed more than their relative strength as delegates at the convention, those who were selected as interview sources were likely to be rank-and-file delegates. (Five tables of data and 20 notes are included.) (MS)

ED 295 277 CS 506 231

Bissland, James H.; Rentner, Terry Lynn
Public Relations' Quest for Professionalism: An Empirical Study.
PUB DATE- 1 Mar 88
NOTE- 29p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (71st, Portland, OR, July 2-5, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Communication Research; *Educational Background; Higher Education; Job Satisfaction; Models; Professional Development; Professional Occupations; *Professional Training; *Public Relations; Surveys; *Work Attitudes
IDENTIFIERS- Professional Behavior; *Professional Concerns; *Professionalism

To examine the educational backgrounds of public relations practitioners and their relationship to certain key variables in professionalization, a study surveyed a nationwide sample of fulltime public relations practitioners of all ages and from all levels of management in a variety of agencies, companies, and nonprofit organizations. In November 1987, 2,031 questionnaires were sent to randomly selected members of the Public Relations Society of America (PRSA) and the International Association of Business Communicators (IABC); 650 questionnaires were culled from a larger number and were analyzed for the study. The questionnaire consisted of 47 items examining job satisfaction, alienation from work, public relations roles, James Grunig's four models of public relations, and personal history. Analysis revealed that most respondents did not describe their educations as having been in public relations. However, a trend toward more specialized education in public relations was seen in the fact that of practitioners 29-years-old and under, one-fourth described themselves as having had concentrated education in public relations, and nearly three-fourths had at least one course specifically in it. Finally, the survey indicated few relationships between formal public relations education and certain key variables of professionalism (autonomy, models of public relations practice, and commitment). (Ten tables of data are included, and 22 references are appended.) (MM)

administrative skills needed for success; and (3) growing evidence that the superintendent's role should involve tighter instructional controls. The inadequacy of university preparation programs and professional development efforts has spurred a nationwide effort to reform institutions and improve administrator qualifications. This paper outlines a professional studies model featuring strengthened admissions criteria and residency requirements, new interdisciplinary partnerships among faculty, a revised faculty reward system, creative and intuitive mentors, and increased funding to support the model. The 21st century superintendent must be a creative, dynamic pathfinder possessing appropriate human, technical, and conceptual skills. Included are 30 references. (MLH)

ED 295 291 EA 020 016

Brown, Patricia; Marshall, Margaret
Strategic Planning for School Districts.
PUB DATE- 11 Dec 87
NOTE- 10p.; Paper presented at the Annual Meeting of the California School Boards Association (San Francisco, CA, December 8-11, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Boards of Education; *Educational Planning; Elementary Secondary Education; Enrollment Trends; Futures (of Society); School Demography; School Districts
IDENTIFIERS- *Redwood City Elementary School District CA; *Strategic Planning

Strategic planning is a process designed to move an educational organization through the steps of understanding changes in the external environment, assessing organizational strengths and weaknesses, developing a vision of a desired future and ways to achieve that mission, developing and implementing specific plans, and motivating that implementation so that necessary changes can be made. This paper examines strategic planning, differentiates it from traditional planning, and explains why it is necessary. Strategic planning does not eliminate the need for traditional planning functions; instead, it provides a planning framework and requires more time for planners or stakeholders to become part of the process so the resulting plan will be theirs and the potential for conflict is reduced. Strategic planning must also consider demographic, educational, economic, political, and social issues implementation of teacher evaluation policy. In addition, 30 teachers, 30 principals, and 30 superintendents were interviewed regarding their perceptions of teacher evaluation policy implementation. The study also included a documents analysis of teacher evaluation policies and teacher evaluation instruments from the 30 jurisdictions included in the study. Both a review of the literature and the interviews revealed that the translation of teacher evaluation policy intents to policy effects is neither direct nor simple but is based on political, bureaucratic, and technical processes. Dispersed throughout the text are 24 tables. Appended are 12 pages of references and interview schedules for teachers, principals, and superintendents. (MLF)

ED 295 304 EA 020 057

Pugh, Wesley C.
Ethnography and Teacher Efficacy: The Case for Collaborative Teacher Involvement in School Effectiveness.
PUB DATE- Feb 88
NOTE- 30p.; Paper presented at the Annual Meeting of the Ethnography in Education Forum (9th, Philadelphia, PA, February 5-6, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Observation Techniques; *Cooperation; Educational Improvement; Elementary Secondary Education; *Ethnography; Instructional Leadership; *Program Implementation; Qualitative Research; *School Effectiveness; *Teacher Effectiveness; *Teacher Participation
IDENTIFIERS- *Effective Schools Research

School improvement programs emphasizing certain school effectiveness correlates are now fairly common. While program implementation is often a focus of school effectiveness research, teacher efficacy and collaboration are also important. Large-scale aggregate studies viewing students' socioeconomic status as the chief determinant of academic success have been used to support financially conservative policy views and have been criticized for failing to recognize inherent limitations that mask "pockets of excellence." Ethnographic studies of school improvement programs are increasingly being used because statistical analysis is inadequate to describe exemplary practices or to identify and suggest effectiveness models that can be replicated. This paper

AVAILABLE FROM- Publication Sales, Deakin University Press, Deakin University, Geelong, Victoria 3217, Australia ($12.50 Australian; quantity and educational discounts).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Collected Works - General (020)
DESCRIPTORS- Educational Administration; *Educational Philosophy; Educational Policy; Elementary Secondary Education; Foreign Countries; Ideology; *Marxian Analysis; Political Attitudes; *Political Socialization; *Politics of Education; *Social Change; Social Stratification
IDENTIFIERS- Australia (Victoria); *Frankfurt School

The introductory essay in this volume examines the relationship between philosophy and common sense as these pertain to educational administration, and suggests that philosophy should become a form of critical self-reflective decision-making that occurs within the domain of social action and does not stop with the achievement of clarity of understanding. Because social action is structured and constrained by the logic and beliefs of common sense, a critique of common sense, grounded in a Marxist dialectic of theory and practice, can liberate social action from unchallenged ways of perceiving and interpreting the world. Thus the proper task of philosophy in the context of administrative action is both critical and emancipatory. Following this essay are four readings by different authors: (1)"Philosophers of Education: Detached Spectators or Political Practitioners?," by K. Harris; (2) "Power, Tradition, and Change: Educational Implications of the Thought of Antonio Gramsci," by G. Mardle; (3) "Piaget, Marx, and the Political Ideology of Schooling," by B. A. Kaufman; and (4) "Making Student 'Types': The Links between Professional and Commonsense Knowledge Systems and Educational Practice," by D. L. Carlson. An annotated bibliography is included. (TE)

ED 295 318 EA 020 080

Bates, Richard
Liberalism, Marxism and the Struggle for the State: Prolegomena to the Study of Public Administration. ESA844, Administrative Context of Schooling.
Deakin Univ., Victoria (Australia).
REPORT NO.- ISBN-0-7300-0301-9
PUB DATE- 85

Evaluation; Decision Making; *Educational Policy; Elementary Secondary Education; Foreign Countries; *Hidden Curriculum; *Marxian Analysis; Models; *Political Socialization; *Politics of Education; Social Values
IDENTIFIERS- Australia (Victoria)

This volume is part of a series of monographs from Australia devoted to outlining an alternative approach, based on neo-Marxist concepts, to educational administration. The introductory essay considers the way in which those making decisions about school curricula are influenced by their administrative and social context. The first part of the essay develops a sociological model of curricular decisionmaking which is then used to analyze the way in which individual teachers, schools, and policymakers make decisions about instructional content, pedagogy, and evaluation. Examples are then presented of teacher-based, school-based, and externally based curricular decisions to illustrate the systemic influences upon, and effects of, these decisions. The next section examines the position of agents of curricular respectability at the national/regional level, and also the curricular influence of universities, teachers' unions, and the economy. Four readings by separate authors follow: (1) "The Limits of Curricular Experience: An Analysis of Experience and Possibility," by Peter W. Musgrave; (2) "Secondary Education for All: The Evolution of Policy and Practice in Victorian Secondary Schools, 1968-1978," by Shiela Spear; (3) "After Bureaucracy What?: An Australian Case Study," by Alan Rice; and (4) "Dangerous Knowledge: A Case Study in the Social Control of Knowledge," by Ken Johnston. An annotated bibliography is included. (TE)

ED 295 330 EA 020 094

Hannan, Bill
Assessment and Evaluation in Schooling. ESA844, Administrative Context of Schooling.
Deakin Univ., Victoria (Australia).
REPORT NO.- ISBN-0-7300-0300-0
PUB DATE- 85
NOTE- 144p.; For related documents, see EA 020 080-081 and EA 020 091-093.
AVAILABLE FROM- Publication Sales, Deakin University Press, Deakin University, Geelong, Victoria 3217, Australia (Stock No.ESA844M03; $12.50 Australian; quantity and educational discounts).
LANGUAGE- English

information from the Common Core of Data series of the Center for Education Statistics. Nine tables summarize statistical information supplied to the center by state education agency officials. About 95 percent of all schools are classified as "regular" as opposed to "special education," "vocational education," or other type. These 95 percent enroll about 98 percent of all public school students. The median school size within a state ranges from 96 students in Nebraska to 682 in Florida. In virtually every state, the largest groups of schools are those that offer instruction on one or more grades from prekindergarten through the sixth grade. (MLF)

ED 295 344 EA 020 355

Snyder, Thomas D.
Digest of Education Statistics, 1988.
National Center for Education Statistics (ED), Washington, DC.
REPORT NO.- CS-88-600
PUB DATE- Sep 88
NOTE- 469p.; Issued annually. Twenty-fourth edition. For previous edition, see ED 282 359.
AVAILABLE FROM- Publication Sales, Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 (Stock No. 065-000-00-351-1; $19.00).
LANGUAGE- English
EDRS Price - MF01/PC19 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Academic Achievement; Adult Education; Degrees (Academic); Dropout Rate; Educational Attainment; *Educational Finance; Educational Trends; Elementary Secondary Education; Employment Level; *Enrollment; Ethnic Groups; Federal Programs; Government Publications; Higher Education; *Institutional Characteristics; International Education; Library Statistics; Microcomputers; National Norms; Postsecondary Education; Preschool Education; Private Schools; Public Schools; Salaries; *School Demography; School Holding Power; *School Statistics; Student Characteristics; Student Costs; Student Financial Aid; Tables (Data); Teacher Characteristics; Technical Education; Vocational Education

This document, consisting of 7 chapters, 25 figures, and 303 tables, provides statistical data on most aspects of United States education, both public and private, from kindergarten through graduate school. The chapters cover the following topics: (1) all levels of education; (2) elementary and secondary education; (3)

Higher Education; Personnel Needs; *Rural Education; *Special Education; *Teacher Certification; *Teacher Education; Teacher Education Curriculum; Teacher Role
IDENTIFIERS- *Dual Certification

In response to the increasing need of rural public schools for teachers who can function in more than one teaching area, Arkansas College initiated a program for students to become certified in both special education and elementary education. Through this dual, 4-year program, the employment prospects of students are increased, the needs of area schools are met, and the effort to provide quality teacher training is furthered. The students learn in-depth theories for teaching elementary math, science, economics, reading, social studies, music, and art. In the special education courses, strong emphasis is placed on human growth and development, assessment, individualized instruction, and behavior modification strategies. Both the elementary education teacher and the special education teacher benefit from the materials and methods of the dual curriculum, making for stronger, more flexible teachers. (Author/JDD)

ED 295 358 EC 202 594

Ludlow, Barbara L.; Wienke, Wilfred D.
An On-the-Job Training Program for Rural Teachers of Students with Severe/Profound Handicaps.
PUB DATE- Mar 87
NOTE- 19p.; In: Linking Programs and Resources for Rural Special Education. Proceedings of the Annual National Conference of the American Council on Rural Special Education; see EC 202 583.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Competency Based Teacher Education; Distance Education; Higher Education; Labor Turnover; *On the Job Training; Practicums; Program Development; *Rural Education; *Severe Disabilities; Social Support Groups; *Special Education; *Teacher Certification; *Teacher Education; Teacher Recruitment

To meet the need for trained teachers for rural special education, especially for teaching the severely/profoundly handicapped, the Severe/Profound Handicaps Training Program was established by West Virginia University. The program consists of 20 hours of coursework and 9 hours of practicum experience, leading to a Master's degree

Morley, Raymond E.; And Others
Strategies for Teaching Handicapped Students in Industrial Technology.
Iowa State Dept. of Education, Des Moines. Div. of Instructional Services.; Northern Iowa Univ., Great Falls.
SPONS. AGENCY- Iowa State Dept. of Education, Des Moines. Bureau of Career Education.
PUB DATE- 87
NOTE- 256p.
AVAILABLE FROM- Iowa Curriculum Assistance System, N008 Lagomarcino Hall, College of Education, Iowa State University, Ames, IA 50011.
LANGUAGE- English
EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Accessibility (for Disabled); Auto Mechanics; *Classroom Techniques; Computer Assisted Instruction; Curriculum; *Disabilities; Electric Batteries; Grading; Individualized Education Programs; *Industrial Arts; Industrial Education; Instructional Materials; *Mainstreaming; Manufacturing; Microcomputers; Peer Teaching; Production Techniques; Safety; Secondary Education; Student Placement; Teacher Responsibility; Teacher Role; *Teaching Methods; Teamwork; Technical Education; *Technology; Tutoring

This volume compiles methods known to be effective in helping industrial technology teachers work with mainstreamed handicapped students. It emphasizes an industrial technology/special education team approach, but also includes strategies that do not require this cooperation. The volume begins with a description of the special needs of several types of disabled learners, and goes on to discuss: the teacher's responsibilities in mainstreaming; guidelines for effective time management in the classroom; student placement alternatives for industrial education; assessment of students' readiness for industrial education; development of individualized education programs; management of the mainstream classroom environment; modification of the learning environment, materials, and teaching techniques; the use of microcomputers in computer-assisted instruction; peer tutoring; grading; and safety and accessibility. Examples of curriculum modules designed for special needs learners are provided on the topics of the automotive battery, production technology, and manufacturing. Samples of worksheets and timelines and references to relevant journal articles are also included, and numerous diagrams and illustrations are provided. (JDD)

DESCRIPTORS- Case Studies; *Cooperative Planning; *Cooperative Programs; Dislocated Workers; *Employment Programs; *Job Training; Program Content; *Retraining; *School Business Relationship; Skill Development; Skill Obsolescence; Training Methods; Unemployment
IDENTIFIERS- *Job Training Partnership Act 1982

This collection of 16 case studies is intended to illustrate how the public and private sectors have managed to collaborate in helping workers adapt to changing employment circumstances. The case studies are grouped into three categories. The first six case studies are examples of programs that have been developed to assist in training for new jobs as a result of business relocation or expansion. They illustrate ways in which state assistance (either alone or coupled with local money) and community and/or regional economic development organizations can create new jobs by attracting business to an area. Next, five case studies show how employer-initiated efforts, in cooperation with local education and training institutions, can help prevent job loss by retraining existing workers so that they can meet changing workplace needs (such as the adoption of new equipment or processes). The five case studies presented in the third chapter, all of which are dislocated worker programs operated under the auspices of the Job Training Partnership Act (JTPA), reflect strategies for retraining workers who have been laid off from their jobs with little or no prospect of ever returning to them. These programs exemplify how employers, unions, local governments, and JTPA Private Industry Councils can join forces to develop dislocated worker programs. (An annotated bibliography of 13 resources dealing with worker dislocation and training and retraining programs for unemployed and/or dislocated workers is appended.) (MN)

ED 294 994 CE 049 972

Workforce Reductions: A Responsible Approach.

National Alliance of Business, Inc., Washington, D.C.

SPONS. AGENCY- Employment and Training Administration (DOL), Washington, D.C.
REPORT NO.- ISBN-0-88713-812-8; TRN-038-5
PUB DATE- 88
NOTE- 29p.
AVAILABLE FROM- NAB Clearinghouse, National Alliance of Business, 1015 15th Street, NW, Washington, DC 20005 ($5.00; 25 or more: $3.50 each).
LANGUAGE- English

Session (October 14-15, 1987).

Congress of the U.S., Washington, D.C. House Committee on Veterans' Affairs.

PUB DATE- Oct 87

NOTE- 250p.; Serial No. 100-34.

AVAILABLE FROM- Superintendent of Documents, Congressional Sales Office, U.S. Government Printing Office, Washington, DC 20402.

LANGUAGE- English

EDRS Price - MF01/PC10 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090)

DESCRIPTORS- Armed Forces; *Federal Legislation; Federal Programs; Hearings; Military Organizations; Military Personnel; Postsecondary Education; *Program Effectiveness; *Program Improvement; Training Allowances; Veterans; *Veterans Education

IDENTIFIERS- Congress 100th; *GI Bill

This document reports the testimony and written statements given at a congressional hearing concerning the Montgomery GI Bill and proposed changes to it. Testimony and prepared statements were given by members of Congress and by representatives of the various branches of the Armed Services, active and retired service personnel, and veterans' organizations. During the hearings, those testifying supported proposals for changes in the GI Bill that would, among other things, provide more money for flight training for peacetime veterans, make educational benefits transferrable to a veteran's dependents, pay a deceased or disabled veteran's dependents for the benefits accrued under the bill, and allow recruits who initially refused to participate in the GI Bill plan to change their mind later. Witnesses testified that these and other changes are needed in order to recruit and retain capable young persons in the Armed Services and in order to make the Montgomery GI Bill provisions fairer to all service members. (KC)

ED 295 009 CE 050 195

Volunteer Service Promotion Act of 1987. Hearing on S. 1189 To Amend the Older Americans Act of 1965 To Authorize Grants to States for Demonstration Projects that Provide to Older Individuals Services in Return for Certain Volunteer Services Provided to Other Individuals. before the Subcommittee on Aging of the Committee on Labor and Human Resources. United States Senate, One Hundredth Congress, First Session.

Congress of the U.S., Washington, D.C. Senate Committee on Labor and Human Resources.

ED 295 023 CE 050 228

Employee Involvement. Issues for Agencies To Consider in Designing and Implementing Programs. Report to the Ranking Minority Member, Subcommittee on Federal Services, Post Office, and Civil Service, Committee on Governmental Affairs, U.S. Senate.

General Accounting Office, Washington, DC. General Government Div.

REPORT NO.- GAO/GGD-88-82
PUB DATE- May 88
NOTE- 9p.
AVAILABLE FROM- U.S. General Accounting Office, P.O. Box 6015, Gaithersburg, MD 20877 (first five copies--free; additional copies--$2.00 each; 100 or more--25% discount).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; Adults; Employees; *Employer Employee Relationship; Job Development; Participation; *Participative Decision Making; *Program Design; *Program Implementation; Public Agencies; Quality Circles; Quality of Working Life
IDENTIFIERS- *Employee Participation

An investigation identified issues that are important for federal agencies to consider in designing and implementing employee involvement programs. Employee involvement programs in the private sector and in the federal government were studied. The use of seven involvement practices was examined: suggestion systems, survey feedback, quality circles, quality of work-life committees, job redesign, self-managing teams, and employee participation groups. Elements were identified that can help ensure the long-term oranizational support needed for the success of employee involvement programs. Management interest and support was found to be essential for successful implementation. A long-term strategy was shown to be needed to ensure a good match between employee involvement practices chosen and the organization's culture. The research supported the suggestions of experts that a strategy should include readiness assessment, communication, training, and evaluation. (YLB)

ED 295 024 CE 050 229

ED 295 037 CE 050 249

Mageean, Pauline
The Continuing Education Needs of Academic Staff: Senior College Staff in TAFE. Summary Report.
TAFE National Centre for Research and Development, Payneham (Australia).
PUB DATE- 87
NOTE- 12p.; For the full report, see ED 286 057. Document is printed on colored paper.
AVAILABLE FROM- Nelson Wadsworth, P.O. Box 4725, Melbourne, Victoria 3001, Australia.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Administrator Qualifications; *College Faculty; *Educational Needs; Foreign Countries; *Management Development; Needs Assessment; Postsecondary Education; *Professional Continuing Education; *Vocational Directors
IDENTIFIERS- *Australia

A study assessed the continuing education needs of Australia's Technical and Further Education (TAFE) senior staff (who were defined as spending 50 percent or more of their time on college administration as opposed to teaching). A literature search, interviews, and submissions were the principal sources of data for the needs assessment. The following were identified as areas in which senior college staff may require further education: planning for the future of the college, staff management, college administration, educational leadership, communications, and additional professional capacities (report writing, time management, industrial relations and laws, the TAFE authority, disturbed students, implementation of government policies, stress management, problem solving, and computer literacy). It was recommended that every TAFE teacher, including senior college staff members, be involved in a continuing and individual staff development program, that provision be made for regular confidential performance appraisals for all college staff members throughout their careers, that individualized staff development programs be provided, and that special consideration in staff development programs be given to underrepresented groups. (MN)

ED 295 051 CE 050 314

Renewable Natural Resources/Agriculture Curriculum. Secondary and Postsecondary Articulated Curriculum.

Alaska State Dept. of Education, Juneau. Div. of Adult and Vocational Education.

PUB DATE- 87
NOTE- 199p.
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Agricultural Education; Agricultural Engineering; *Agriculture; *Agronomy; Animal Husbandry; Behavioral Objectives; Competence; Competency Based Education; *Conservation (Environment); Course Content; Educational Resources; *Forestry; *Horticulture; Learning Activities; *Natural Resources; Secondary Education; Soil Science; State Curriculum Guides; Teaching Methods; Vocational Education
IDENTIFIERS- *Alaska; Fishing

This competency-based curriculum is designed to be a handbook for courses in renewable natural resources/agriculture in Alaska. It details the competencies, developed through a survey of renewable natural resources/agriculture employers in Alaska, that such occupations require. The handbook is organized in six sections. Section I introduces the concept of competency-based curriculum and the role of vocational educators in curriculum planning and implementation. Section II provides the scope, sequence, and hierarchy of renewable natural resources/agriculture instruction. Section III presents the curriculum, including the following competencies (and related tasks): leadership/citizenship, introduction to natural resources, agricultural mechanics, animal science, plant science, soil science/agronomy, horticulture, land/water/air management, fishing and fisheries, forestry/production/processing, outdoor recreation, self-sufficiency, and wildlife use and management. Section IV contains course descriptions to assist school districts in developing their vocational programs. Section V provides curriculum analysis matrices for determining competencies to be included in specific renewable natural resources/agriculture courses. Section VI contains a sample skills card for evaluating and recording student progress. Section VII lists information on resources and

DESCRIPTORS- *Alcoholism; College Students; *Drinking; Higher Education; *Locus of Control; Scaling; *Sex Differences; Test Construction; *Test Validity

Research has shown that differences in perceived control can influence drinking behavior and alcoholic rehabilitation. This study examined the viability of an alcohol-specific locus of control scale. Undergraduate students (41 male and 40 female) completed a demographic questionnaire assessing age, sex, ethnicity, and drinking frequency; Rotter's Internal-External Locus of Control questionnaire; Lau and Ware's Health Locus of Control scale, (HLOC); and the Alcohol Locus of Control scale (ALOC). T-test comparisons revealed that females scored significantly higher than males on self-control of alcoholism and on provider control of alcoholism; males scored significantly higher than females on frequency of drinking; and frequent drinkers scored significantly lower than infrequent drinkers on Rotter's scale, self-control of alcoholism, and provider control of alcoholism. Results showed that the ALOC generated different responses than either Rotter's Internal External Locus of Control scale or the HLOC. Results suggest that locus of control is a dimension of drinking behavior and alcoholism that requires more careful scrutiny. Future research should utilize larger samples to allow for the application of factor analytic techniques and to examine the ALOC scale's validity with clinical population, possibly as a predictor of treatment success. (ABL)

ED 295 066 CG 020 806

Johnson, Patrick B.; And Others
Alcoholic Relatives and Their Impact on Alcohol-Related Beliefs.
PUB DATE- Aug 87
NOTE- 6p.; Paper presented at the Annual Convention of the American Psychological Association (95th, New York, NY, August 28-September 1, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adult Children; *Alcoholism; *Beliefs; College Students; *Drinking; *Family Influence; *Family Problems; Higher Education; Parents

Although research on children of alcoholics indicates that they are at high risk for later problem drinking, the etiological dynamics

all students by providing a comprehensive guidance and counseling program is stated. Specific areas that all educational institutions are expected by the State Board to make provisions for, such as services for special populations, are discussed. Twenty-one recommendations for action at the state, intermediate, and local levels are provided. (ABL)

ED 295 080　　　　　　　　　　CG 020 820

Lost in the Shuffle: Our Youth Need Career/Vocational Guidance and Counseling Now.

Michigan State Advisory Council for Vocational Education, Lansing.

PUB DATE- Apr 87

NOTE- 15p.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - General (140)

DESCRIPTORS- *Career Counseling; *Career Guidance; Elementary Secondary Education; Policy Formation; *School Counseling; School Guidance; *State Boards of Education; Student Needs; *Vocational Education

IDENTIFIERS- Michigan

This document presents a Michigan State Advisory Council for Vocational Education report on the status of, and need for, career and vocational guidance in the schools. It discusses projected changes in the labor force; decreases in the number of youth entering the workforce; and increases in the numbers of high school dropouts, pregnant teenagers, and unemployed youth which all will have implications for career/vocational guidance and counseling. It reviews the state of vocational and career guidance since 1965 and presents eight recommendations for vocational guidance based on results of the College Board's 2-year study of counseling. Recommendations contained in the Michigan State Board of Education Policy and Position Paper on Comprehensive Guidance and Counseling are also presented. A model comprehensive guidance program designed to teach all youth and adults the career development skills of information gathering, decision-making, planning, and placement which has been adopted by schools in 16 Michigan counties is briefly described. The document lists 11 conclusions concerning the state of vocational and career guidance and makes five recommendations for the Michigan State Board of Education. Sixteen references are included. (NB)

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Acquired Immune Deficiency Syndrome; College Students; Higher Education; *Knowledge Level; Negative Attitudes; *Student Attitudes

Most research on Acquired Immune Deficiency Syndrome (AIDS) has been medical and most social science research on AIDS has been concerned with social factors in its spread and with social-psychological effects of contracting AIDS. This study was conducted to examine public attitudes toward, and public knowledge about AIDS. Knowledge about AIDS was measured by an index summing correct answers to 15 true-false items based on information readily available to subjects. Attitudes toward AIDS were measured by a set of 18 belief statements concerning persons with AIDS to which subjects agreed or disagreed on a 5-point Likert-type scale. Both instruments were completed by 117 college students. The results suggest that a large majority of college students have basic knowledge of the mechanisms of AIDS contagion and have little misinformation, yet are limited in their knowledge about its history, progress, and diagnosis. The data also suggest that college students share neither fear of casual contact with, nor moral condemnation of, persons with AIDS. Respondents did show inconsistency between their knowledge and their attitudes. While a majority recognized that AIDS is not spread through casual contact, a majority also expressed aversion toward food preparation and handling by persons with AIDS or by persons living with a person with AIDS. Although a majority of subjects were noncondemning and nonfearful of being in close proximity to persons with AIDS, a minority expressed negative attitudes toward persons with AIDS. (NB)

ED 295 096 CG 020 836

Adelman, Evie
Expressive Group Therapy for Teen Survivors of Sexual Abuse.
PUB DATE- 22 Mar 88
NOTE- 15p.; Paper presented at the Annual Convention of the American Association for Counseling and Development (Chicago, IL, March 20-23, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adolescents; Child Abuse; *Counseling Techniques;

Elementary School Guidance and Counseling in Virginia: An Emerging Program.

Appalachia Educational Lab., Charleston, W. Va.; Virginia Association of Elementary School Principals.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- May 87
NOTE- 46p.
CONTRACT- 400-86-0001
AVAILABLE FROM- Appalachia Educational Laboratory, Inc., P.O. Box 1348, Charleston, WV 25325 ($5.00).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Administrator Attitudes; Counselor Role; *Elementary Education; *Principals; Program Implementation; *School Counseling; *School Guidance; State Boards of Education; State Programs; *Superintendents
IDENTIFIERS- *Virginia

The Virginia Board of Education adopted a resolution in May 1986 to establish a statewide elementary school guidance program within a 4-year period. A study group was formed to produce an objective, statewide study of principals' and superintendents' perceptions of this new program and to detect issues which could hinder program implementation. Two survey instruments, one for elementary school principals and one for superintendents, were developed. Results from surveys completed by 350 elementary school principals and 85 school superintendents revealed five major findings: (1) principals and superintendents supported the elementary guidance and counseling program; (2) both principals and superintendents strongly supported the existing certification requirements for counselors; (3) fewer than one-third of respondents had attended a state department of education regional orientation meeting on the new guidance and counseling program; (4) when ranking functions of elementary school guidance counselors, respondents chose as most important the provision of individual and group counseling for students; and (5) respondents ranked "funding a qualified, full-time guidance counselor" as their major concern about implementation of the program, and "availability of fully qualified guidance personnel" as their second concern. The study group made five recommendations based on the results of the survey. (Author/NB)

supporters, funding institutions, internal reports, and publications. Five additional publications and a description of a language test that supported the reader response studies are included, and one table of data is appended. (MS)

ED 295 124 CS 009 145

Dollerup, Cay; And Others
Vocabularies in the Reading Process.
PUB DATE- 88
NOTE- 34p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- Foreign Countries; Higher Education; *Language Tests; *Reading Processes; Reading Research; Reading Strategies; Secondary Education; *Vocabulary; Vocabulary Development; Word Recognition
IDENTIFIERS- *Denmark

Using a study of 30 Danish freshman college students' vocabularies as a springboard, this paper explores and discusses a number of current assumptions about vocabularies in the mother tongue and in foreign language pedagogics. The paper contends that it is logical to assume that vocabularies in reading are fluid and depend on the text read, on the reading strategies employed, and on the words the readers feel they know. The paper argues that a reader's vocabulary is part of the process of reading: it is a function of the text and its contents, of the reader's reading strategies, and of the reader's more or less stable "word knowledge," with a constant interplay between these factors. This implies that a deliberate teaching of reading strategies in addition to other methods would be pedagogically sound. The major portion of the paper discusses in detail how current assumptions fall short of explaining the findings in the original study which led to the reading strategies theory. One illustration, two charts, two tables of data and two notes are included, and 22 references and two appendixes are attached. (MS)

ED 295 125 CS 009 146

IDENTIFIERS- Aesthetic Reading; Denmark; *Folktales; *Reader Response Criticism; United States

This preliminary report sets the Folktale project, an interdisciplinary cooperative effort involving literary criticism, linguistics, the craft of translation, psychology, and statistics, in the context of reading and reading research in the modern world, and discusses experimental reader response research in Denmark as well as in other countries. It also explains why oral folktales are used as texts for the study. In order to establish patterns in readers' experiences, independent of nationality, and identify aspects and features in the literary experience, the report lists four objectives: (1) to develop methods, procedures, and means for conducting reliable cross-cultural and international studies, primarily in the field of reader response; (2) to determine the extent to which it is possible to establish "identity" between the "same" work of literature in different languages; (3) to determine aspects in the readers' experiences of narratives which are independent of the readers themselves in terms of age, sex, status, nationality, and thus to shed some light on aspects which are common to human experience of narratives; and (4) to further knowledge about the extent to which it is possible to transfer results in the field of experimental reader response research from one country to another. The report also indicates the set-up for the main data-collection to be used in the study section of the project. Three figures are included, and 15 references and an overview of the project are appended. (MS)

ED 295 139 CS 009 173

Dollerup, Cay; And Others

The Research Team's Preliminary Selection of Potentially Useful Tales from Three Different Cultures for Future Work in the Folktale Project. Folktale: A Cross-Cultural, Interdisciplinary Study of the Experience of Literature. Report No. 2.

Copenhagen Univ. (Denmark). Dept. of English.

REPORT NO.- ISBN-87-89065-05-0
PUB DATE- 10 Apr 85
NOTE- 38p.; Prepared by the Research Unit for Experimental Studies in Reader Response. For related documents, see CS 009 172 and CS 009 174-178.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

Education; Special Education; Writing Instruction
IDENTIFIERS- Florida

This comprehensive collection of information about software programs is intended to help secondary language arts teachers choose software to supplement their instruction of mildly handicapped students. The first section is a correlations matrix, which lists all software programs abstracted, indicates computer compatibility, and correlates each title by course and by learning outcome to the curriculum frameworks developed by the Florida State Department of Education. The second section is comprised of single page abstracts for each of the software titles. The abstracts are arranged alphabetically by program title. Each abstract includes the following information: program name, publisher/address, copyright, price, computer type(s), required equipment, optional equipment, descriptors, educational level, annotation, comments, and other reviews. Presented in the eight appendixes are listings of software titles, publishers, review sources, criteria for inclusion of software, curriculum frameworks for exceptional student education courses, workscope and contact list, resource evaluation form, and a software abstract form. (ARH)

ED 295 153 CS 211 242

Proceedings of the Task Force on Language Learning Disabilities (Orlando, Florida, May 18-20, 1983 and November 2-4, 1983).
Florida State Dept. of Education, Tallahassee. Bureau of Education for Exceptional Students.
PUB DATE- 83
NOTE- 162p.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Elementary Secondary Education; *Language Handicaps; Learning Disabilities; Oral Language; *Program Development; Written Language
IDENTIFIERS- Florida

This resource manual--proceedings of two task force meetings--is intended to assist Florida school districts, state agencies, and parents in the provision of special programs for students who exhibit disorders in oral or written language. As part of a continuing effort to improve services for exceptional students in Florida's public schools, the state Department of Education sponsored a special task force to focus on the language learning not a public forum because the school exerted control over it, and therefore the school's actions were justified as long as they were "reasonably related to legitimate pedagogical concerns." Although this decision has undone 20 years of federal law, some states have their own laws protecting the student press. These laws remain untouched by the Kuhlmeier decision. Furthermore, the Kuhlmeier decision arguably does not affect independent (non-school sponsored) publications at the secondary level or college publications. (Extensive footnotes are included.) (MHC)

ED 295 167 CS 211 260

Suhor, Charles, Comp.
Trends and Issues in English Instruction, 1988--Six Summaries. Summaries of Informal Annual Discussions of the Commissions of the National Council of Teachers of English.
National Council of Teachers of English, Urbana, Ill.
PUB DATE- 88
NOTE- 16p.; For the 1984-1987 Trends and Issues Reports, see ED 240 606, ED 252 881, ED 267 413, and ED 281 200.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Censorship; *Curriculum Development; Educational Media; Educational Trends; Elementary Secondary Education; *English Instruction; Higher Education; Language Standardization; Language Usage; *Literature Appreciation; *Reading Instruction; Teacher Education; Testing Problems; *Writing Instruction
IDENTIFIERS- Competency Tests; Cultural Literacy; Educational Issues; English Only Movement

Information on current trends and issues in English instruction, compiled by the directors of six National Council of Teachers of English commissions, is presented in this report, the fifth annual trends and issues report by the commissions. The commissions and their directors are as follows: (1) Commission on Language (James Stalker); (2) Commission on Literature (Gladys Veidemanis); (3) Commission on Reading (Connie Weaver); (4) Commission on Composition (Sharon Crowley); (5) Commission on Media (William Costanzo); and (6) Commission on Curriculum (Linda Shadiow). Some of the topics discussed in the report include teacher training programs, computer uses in education, the English only movement, the competency test movement, the cultural literacy movement, basal readers, censorship, the whole language movement, teacher

Writing Research
IDENTIFIERS- Basic Writers; *Basic Writing; Computer Users; Software Development; User Characteristics; Writing Attitudes; Writing Habits

To test the argument that writing instructors should not teach word processing skills in computer-assisted composition classes, two qualitative studies were conducted. In the first study, three basic writers, two native speakers and one non-native speaker in a word processing/composition class at The Ohio State University were each extensively observed completing an assigned essay. Data included all drafts of each assigned essay; as well as observations of students writing in their classroom, dormitories, and computer lab, and taped and written interviews with the subjects and their instructors. Results showed that the students, who were given little guidance in integrating the computer into their composing processes, overlooked almost half of the important word processing options available. The fact that basic writers do little prewriting or rewriting and may have limited short term memories probably interfered with their fuller use of the word processor. Yet, results of a five-month participant-observation in industry also show a counterproductive ignorance of word processing options. In order to instill and evaluate the important benefits of computer-assisted composition classes, teachers may need to give "hands-on" instruction throughout the term. In industry, user groups may greatly improve writing efficiency. (One table is included and 10 references are attached.) (ARH)

ED 295 181   CS 211 275

Uniform Student Performance Standards for Selected Courses, Grades 6-8 for Florida Schools. Language Arts .
Florida State Dept. of Education, Tallahassee. Div. of Public Schools.
PUB DATE- 86
NOTE- 48p.; For performance standards grades 9-12, see CS 211 276.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Basic Skills; *Course Objectives; *Educational Objectives; Elementary Education; Grade 6; Grade 7; Grade 8; *Language Arts; Public Schools; *Reading Skills; Skill Development; State Curriculum Guides

to provide nationally consistent guidelines for implementing silence orders. Trial participants, the press, and the public must be made aware of their rights when a judge issues an order proscribing extrajudicial comment. "Compelling interest" is a standard of review which provides greater clarity and precision and is a balancing of the state's interest with that of the people; that is, it insures a defendant in a criminal case a fair trial and insures that individuals' free speech rights are not unnecessarily infringed upon. Although the proposed standard is difficult to meet, it will insure that First Amendment rights are not needlessly sacrificed. (One hundred and thirty-seven notes are included.) (MS)

ED 295 196 CS 211 290

Riffe, Daniel; And Others
Black State Legislators Describe Their Relationships with the Local Press: A Preliminary Report.
PUB DATE- Jul 88
NOTE- 18p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (71st, Portland, OR, July 2-5, 1988). Major funding for this research was provided by San Diego State University.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Black Attitudes; *Black Leadership; *Legislators; *Newspapers; *News Reporting; Press Opinion; Racial Bias; *State Officials
IDENTIFIERS- *Local Media

Representing the earliest findings in an ongoing national survey examining how black elected officials view the community press, 113 black state senators and legislators (33% response rate) from 50 states were surveyed using five-point Likert-type items with responses ranging from "Strongly Agree" to "Strongly Disagree." Mean respondent age was 49 and education level was 21 years. Results indicated that the lawmakers were polarized in their response to the question of whether the community newspaper was a help or a hindrance to their objectives as public officials. In addition, most respondents were neutral in responses to the question of whether they viewed the reporters assigned to them as adversary, supporter, friend, or opponent. More than half of the officials agreed that assigning a black reporter to the lawmaker's

DESCRIPTORS- Constitutional Law; Court Litigation; Editorials; *Freedom of Speech; Legal Problems; *Mass Media Effects; Media Research; Newspapers; Opinions; *Reader Response; Reader Text Relationship; Reputation
IDENTIFIERS- Bylines; Communication Context; Defamation; *Factual Perception; First Amendment; *Libel; Supreme Court

A study of reader response to newspaper articles in a defamatory context tested: (1) the judicial assumption that the macro-environment in which statements appear is important to a reader's distinguishing between fact and opinion; (2) the possibility that a byline may influence a reader's characterization of statements; and (3) the idea that people react differently to opinion than to fact. Since American libel law protects statements of opinion and finds only fact statements defamatory, an understanding of how readers distinguish between opinion and fact is crucial to attorneys, judges, journalists and publishers. Subjects, 57 Stanford University (California) students, read a mock newspaper in which two articles appeared on a news page and two were on an editorial page, and were asked to rate the articles as to their opinion or fact nature and to assess the person being defamed by the articles. Findings indicated that the macro-context strongly influences reader perception, so that an article appearing on the editorial page is more likely to be considered opinion than when that same article appears on the news page. The presence or absence of a byline was not found to influence the fact/opinion distinction. Surprisingly, statements perceived to be opinions were more influential in assessing the defamed person's reputation than statements perceived as facts. (Four pages of endnotes and three tables of data are attached.) (MHC)

ED 295 210 CS 211 309

McCombs, Maxwell E.; And Others
Impact of Journalism Genres on Readership.
PUB DATE- Jul 88
NOTE- 19p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (71st, Portland, OR, July 2-5, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Media Research; *Newspapers; *Reader Response; *Reader

PUB DATE- Nov 87
NOTE- 22p.; Paper presented at the Annual Meeting of the Speech Communication Association (73rd, Boston, MA, November 5-8, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Communication (Thought Transfer); *Communication Research; Humanities; *Intellectual Disciplines; *Interdisciplinary Approach; Social Sciences; Social Theories; Theory Practice Relationship
IDENTIFIERS- Invisible Colleges; Theoretical Orientation

Focusing particularly on communication as a discipline, this paper is a review and synthesis of literature about scholarly communication in the social sciences. Drawing from literature about ferment in the communication discipline, from information science, the sociology of knowledge, and the philosophy of social science, the paper argues that social theories do not and need not fall within disciplinary boundaries. The paper observes that many of the reasons why disciplines come to be defined as they do is more related to historical accident than to conceptual rigor. Institutional inertia exerts a powerful restraint against interdisciplinary social research through the maintenance of academic departments, associations and journals and the reward structures they impose. However, the mere fact of the existence of these forces is not a conceptually defensible basis for discouraging interdisciplinary research. The paper also argues that the ubiquity of human communication demands a theoretical perspective that is not subject to rigid boundaries of specialization. The felt need to develop a paradigm of communication is evidenced in the recent literature about intellectual ferment among communication scholars. The paper notes that communication theory has begun to be equated with social theory in general through the work of scholars such as Habermas. In that light, human communication can be seen as a central element in all social research. This is a unique feature that sets communication apart as an interdisciplinary "discipline." (A four-page bibliography and 15 notes are attached.) (Author/JK)

ED 295 224 CS 506 140

Ciofalo, Andrew
The Publishing Rubric: A Context for Magazine Curriculum Development.

using extended news or news/information formats. Specifically, the previous studies were updated by exploration of how the following sets of characteristics might differ among news radio stations (i.e., stations with extended, but not 100%, news programming): market, organizational or ownership, operating, and news content. Data, collected from "Broadcasting Yearbook" and by mail questionnaire, resulted in usable information from 146 stations. Results pointed to several tendencies: (1) pure all-news stations tend to be in larger markets which are more hospitable to efforts to program news radio exclusively; (2) increased commitment to news tends to be associated with more ownership support; (3) most stations' market and operating characteristics predate particular formats; (4) the stations most committed to news (typically in larger markets) have larger news staffs and are served by more news sources; and (5) the larger market stations may require larger staffs just to man the "news net" that is necessary to stay in touch with a large area. (Twenty-six notes and three tables are included.) (MS)

ED 295 238 CS 506 180

Neuendorf, Kimberly A.; Pearlman, Reid A.
Alcohol as Good Food: Adolescents' Responses to Liqueur Ads.
PUB DATE- Jul 88
NOTE- 33p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (71st, Portland, OR, July 2-5, 1988). Photocopied advertisements may not reproduce clearly.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Advertising; *Alcoholic Beverages; Attitude Measures; *Audience Analysis; Commercial Art; Consumer Economics; High Schools; High School Students; Media Research; Merchandise Information; Merchandising; Student Attitudes
IDENTIFIERS- *Advertisements; *Advertising Effectiveness; Audience Response; Print Media; Students as Subjects

Examining responses to print alcohol advertisements, a study questioned whether alcohol advertisers distinguish between "hard" and "soft" liquors (e.g. wine coolers and liqueurs). Subjects, 102 junior and senior high school students in a major metropolitan area, were asked to examine one set of three ads--either hard

ED 295 251 CS 506 195

Secrist, Mark
An Instrument for the Systematic Study of Advertising Creative Appeals.
PUB DATE- Jul 88
NOTE- 23p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (71st, Portland, OR, July 2-5, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Advertising; Communication Research; Creativity Research; Marketing; Motivation; Persuasive Discourse; *Research Tools; Theory Practice Relationship
IDENTIFIERS- *Advertisements; *Advertising Effectiveness; Consumers; Market Research

Although the generation of creative appeals is the heart and soul of advertising, there has been little methodology developed for the classification and study of the appeals themselves. The paper recommends the use of an instrument which provides a technique that will enable the advertising researcher to develop descriptive studies of ad appeals. The technique involves compiling the existing appeals used in advertising (from ad copywriter's perspective and terminology) and categorizing them into a motivational framework (from the consumer or receiver's perspective), in order to develop a tool for their systematic study. The four categories developed in the paper (a conceptual expansion of John Maloney's marketing framework) are: rational/functional; sensory/aesthetic; social; and ego-attitude support. The paper suggests that Maloney's framework, designed as a classification of consumer motivations, can be adapted to the study of creative appeals and that possible applications include (1) usage rates of appeals; (2) time series analysis of trends in appeals usage; and (3) the comparison of appeals usage between different media and between specific advertising vehicles. The framework's strength is that as new appeals become evident they can be added as specifics under Maloney's broad categories. (One table of data is included and 50 references are appended.) (MS)

ED 295 252 CS 506 196

ED 295 265 CS 506 216

Dunwoody, Sharon; Neuwirth, Kurt
The Impact of Information on AIDS Risk Judgments and Behavioral Change among Young Adults.
PUB DATE- Jul 88
NOTE- 42p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (71st, Portland, OR, July 2-5, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Acquired Immune Deficiency Syndrome; *Behavior Change; Health Education; Higher Education; Information Sources; Interpersonal Communication; Mass Media; *Mass Media Effects; Public Health; *Risk; *Young Adults
IDENTIFIERS- Controversial Topics; Health Risk Appraisal; *Media Exposure; Risk Taking Behavior

Participants in the debate on the media's role in the current AIDS (Acquired Immune Deficiency Syndrome) epidemic implicitly adopt a set of underlying assumptions about media processes and effects: information about AIDS proffered by the media has the capacity to influence estimates of risk, personal levels of concern, and extent of behavioral change on the part of those who ingest it. Whether these assumptions are warranted has been the topic of numerous health information campaigns. In a study, the knowledge gained from these campaigns was applied to an examination of the ability of information--both mass media and interpersonal--to influence nonscientists' judgments of how great a risk AIDS poses to them, as well as its ability to induce changes in behaviors related to AIDS. Subjects, 505 randomly selected University of Wisconsin-Madison undergraduate students, were interviewed to determine mass media use, risk judgments, and behavioral change with respect to AIDS. A total of 438 completed interviews successfully. Findings showed that respondents distinguish three aspects of risk judgment about AIDS: self-worry, situational worry, and risk estimation. Of the three aspects of risk judgment, self-worry was most consistently linked to AIDS risk reduction behaviors. Mass media exposure and attention, as well as interpersonal discussion, were found to be associated with risk reduction behaviors even after the application of multiple controls. (Four notes, five tables of data, and one figure are included, and 62 references and two appendixes are attached.) (MS)

ED 295 278 CS 506 232

Sayer, James E.
The Media as Voyeur: What Is Our "Right to Know?"
PUB DATE- Mar 88
NOTE- 11p.; Paper presented at the Annual Meeting of the Popular Culture Association (18th, New Orleans, LA, March 23-26, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Credibility; *Ethics; *Freedom of Information; Journalism; *Mass Media Effects; *Mass Media Role; Moral Values; *News Media; News Reporting; Political Campaigns; Value Judgment
IDENTIFIERS- First Amendment; *Media Ethics; Media Responsibility

Current print and broadcast journalism is moving away from a concept of journalism as "information people need to know" towards a notion of the "Right to Know": everything conceivable about everyone is newsworthy. It is axiomatic that a well-informed public is a better electorate. However, the First Amendment guarantee of freedom of speech has been stretched by journalists into the "right to know," an elastic definition of newsworthiness creating a jungle of journalistic voyeurism, providing information that titillates rather than informs. The recent coverage of soap-opera elements of public figures' lives (such as Gary Hart) provides several cases in point. The American Mass Media Machine should re-orient itself toward an ethically-based journalism, one which includes in its criteria of newsworthiness decency and fairness, "redeeming social value," and maintaining the dignity of news subjects. Otherwise, its credibility will suffer. Moreover, information important to the electorate may go unreported or be lost in trivialities. Business (financial) decisions determine newsworthiness; sex and sleaze sell papers and garner ratings points. However, the public's needs should prevail over the ledger sheet--the Mass Media Machine should use discriminating taste and judgment in deciding what information to present and how to present it. (SR)

ED 295 279 CS 506 234

affecting a particular school district. For example, in California, the ethnic, aging, and poverty-level populations are growing, and traditional family structure is changing dramatically. Redwood City Elementary School faces a dropout problem that will require reducing class size, developing early intervention programs, expanding cooperative learning, providing special staff development, and creating latchkey and extended day programs. Each of these responses requires an action plan, a specific timetable, and a responsible person to carry it out. Strategic planning's five phases are summarized and a rationale for faithfully proceeding through all phases is provided. (MLH)

ED 295 292 EA 020 020

Minnesota Educational Effectiveness. 1987 Evaluation Report.
Minnesota State Dept. of Education, St. Paul.
PUB DATE- 87
NOTE- 21p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Educational Improvement; Elementary Secondary Education; *Program Implementation; School Effectiveness; Scores; *Staff Development; Standardized Tests; *State Legislation
IDENTIFIERS- *Minnesota

Conceived by the Minnesota State Legislature, the Minnesota Educational Effectiveness Program is a school improvement and staff development program. Its participants perceive the program as a method for identifying areas of concern and for providing staff with the processes to effect change. As of September 1987, 328 Minnesota schools are in various stages of program implementation. This report summarizes the program's major activities and accomplishments during the 1986-87 school year, including (1) the use of grounded theory methodology to explain the program's operation; (2) development of a student achievement results database and accompanying test battery composite score; (3) no pattern of statistically significant change in baseline test scores for tested grade levels (except grade 9) at the research and development sites; (4) positive changes occurring at the R & D sites; (5) emerging concerns regarding program evaluation; (6) the importance of depth of participation; (7) identification of the principal's role and level of training as important school improvement success variables; and (8) expansion of the program to discusses a recently established educational program addressing student underachievement in a large urban public school system. The research and evaluation design, a classroom implementation checklist, sought to document teacher efficacy through analysis of (1) staffing and instructional grouping characteristics and (2) classroom characteristics and instructional strategies. Results show (1) that a qualitative approach to school improvement program research is needed in order to interpret quantitative findings; (2) that ethnographic or "interpretive research" encourages researchers and subjects to engage in collaborative dialogues; and (3) that critical ethnography must recognize the concept of reflective inquiry between researchers and subjects. Included are 2 summary charts, 39 references, and an appendix containing the implementation checklist. (MLH)

ED 295 305 EA 020 059

Hossler, Don; And Others
An Investigation of the Knowledge Claims Supporting Goal Based Planning and Organizational Culture as Keys to Excellence in Educational Organizations.
PUB DATE- Apr 88
NOTE- 79p.; Study supported by the Profitt Fund, School of Education, Indiana University, Bloomington.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Educational Environment; Elementary Secondary Education; Higher Education; *Management by Objectives; *Organizational Climate; *Organizational Effectiveness; *Planning
IDENTIFIERS- *Contingency Theories

Two independent bodies of organizational theory and research are developing around separate concepts associated with organizational effectiveness: goal-based behavior (intention) and organizational climate (distinction). Although both variables have been found to influence organizational effectiveness, findings have been inconsistent. The term "intention" is associated with goal-based planning, such as goal-setting, management by objectives, strategic planning, and performance budgeting systems. Intention directs organizational activity toward desired goals and is solidly rooted in the positivist paradigm exemplified in the works of Taylor and Weber. The intellectual origins of distinction are more recent and arise from anthropology and the sociology of knowledge, which views

NOTE- 155p.; For related documents, see EA 020 081 and EA 020 091-094.
AVAILABLE FROM- Publication Sales, Deakin University Press, Deakin University, Geelong, Victoria 3217, Australia (Stock No. ESA844M04; $12.50 Australian; quantity and educational discounts).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Collected Works - General (020) Historical Materials (060)
DESCRIPTORS- Bureaucracy; Democracy; Foreign Countries; *Ideology; Individualism; *Liberalism; *Marxian Analysis; Marxism; *Political Socialization; Social Development; Social Stratification; *Social Values; Sociocultural Patterns

This volume is part of a series of monographs from Australia devoted to outlining an alternative approach, based on neo-Marxist concepts, to educational administration. The opening essay examines the historical development of liberalism as a key to understanding the relations between the state, civil society, and the economy, and the development of the mediating role of public bureaucracies. The essay is divided into three major parts. The first part describes the emergence of English liberalism and its associated ideas of representative democracy, as contrasted with continental notions of participatory democracy exemplified in Rousseau. The second part examines three contemporary analyses of the emerging dilemmas of the liberal, democratic state. The third section examines Marxist class analysis and its effect on the understanding of relations between state, economy, and civil society. The analyses of Marx and Lenin are contrasted with that of Weber, and contemporary neo-Marxist analyses of crisis tendencies in the modern state are introduced. Four readings by separate authors follow: (1) "Nervous Liberals," by Michael Walzer; (2) "Bureaucracy and the State," by Erik O. Wright; (3)"What Does a Crisis Mean Today? Legitimation Problems in Late Capitalism," by Jurgen Habermas; and (4) "Crisis Tendencies, Legitimation, and the State," by David Held. An annotated bibliography is included. (TE)

ED 295 319 EA 020 081

Watkins, Peter
Agency and Structure: Dialectics in the Administration of Education. ESA844, Administrative Context of Schooling.
Deakin Univ., Victoria (Australia).
REPORT NO.- ISBN-0-7300-0186-5

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Collected Works - General (020) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Educational Assessment; *Educational Philosophy; Elementary Secondary Education; Evaluation Criteria; Foreign Countries; *Foundations of Education; *Grading; *Marxian Analysis; Political Socialization; Social Structure; Social Values; *Student Evaluation
IDENTIFIERS- Australia (Victoria)

This volume is part of a series of monographs from Australia devoted to outlining an alternative approach, based on neo-Marxist concepts, to educational administration. The opening discussion is a critique of conventional student evaluation practices aimed at tracing the social influences that are brought to bear on students, teachers, schools, families, and knowledge itself. The first section argues that educational institutions use a variety of concepts of "ability" and "educability" that are adopted more for their political import or their administrative convenience than for their closeness to scientifically established fact. Remaining sections focus on the following topics: pre- and post-assessment, competitive and noncompetitive assessment, the movement against grading, and the four styles of assessment: graded (norm-referenced), descriptive (individual-referenced), mastery (criterion-referenced), and work-based (goal-referenced). The second part of the paper moves from student assessment per se to evaluation of the social values underpinning each style and the contribution of each to maintaining intellectual standards, classroom management, student socialization, and pedagogy. The conclusion calls for a shift of emphasis from assessment of students to evaluation of courses. Five readings by separate authors follow: (1) "Educational versus Managerial Evaluation in Schools," by Richard J. Bates; (2) "Education in Theory, Schooling in Practice: The Experience of the Last Hundred Years," by Brian Simon; (3) "Assessment: A Workable Democratic Method," by Bill Hannan; (4) "Assessment in Practice: Competitive or Non-Competitive?" by Graeme Withers and Greg Cornish; and "Year 12," by the Victorian Secondary Teachers Association. An annotated bibliography is included. (TE)

ED 295 331 EA 020 098

Chapman, David W.; And Others

postsecondary, college, university, adult, and technical education; (4) federal programs for education and related activities; (5) outcomes of education; (6) international education; and (7) learning resources and technology. Information is presented on a variety of subjects, including the number of schools and colleges, teachers, enrollments, graduates, educational attainment, finances, federal funds for education, employment and income of graduates, libraries, and international education. Supplemental information on population trends, attitudes on education, educational characteristics of the labor force, government finances, and economic trends is provided. Included among data not appearing in previous editions are the following: number and level of degrees held by the population; trend data on the proportion of high school graduates going to college; teacher and general public opinion polls; the number of special education teachers; state legislation on the provision of gifted and talented education and special education; curent expenditures for public schools; number of colleges awarding degrees; and trends in expenditures of institutions of higher education. A short introduction highlights major findings, and each chapter contains a brief overview of significant trends. A guide to sources, definitions, and an index are included. (MLF)

EC

ED 295 345 EC 202 581

Opportunities: Postsecondary Education and Training for Students with Special Needs and Possibilites de formation et d'enseignement postsecondaire pour les etudiants ayant des besoins speciaux.

Canadian Council of Ministers of Education, Toronto (Ontario).

REPORT NO.- ISBN-0-88987-056-X
PUB DATE- Feb 87
NOTE- 59p.
LANGUAGE- English; French
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Other/Miscellaneous (Not Classifiable Elsewhere) (999)

and/or teaching certification. In each course, competencies in specific skill areas are covered to enable the teacher to meet individual educational and related service needs. The program serves trainees in cohort groups at multiple sites in various geographic locations in West Virginia. The program permits delivery of coursework instruction and supervision of practicum experiences by field-based personnel in cooperation with university faculty. Practicum experiences are conducted on-the-job in the trainees' own rural work settings. Recruitment efforts are aimed at locating individuals currently living in and committed to rural areas. The program attempts to address retention concerns by developing local support groups at each rural site. Program evaluation data indicate that this on-the-job training program is successful in preparing rural teachers of students with severe/profound handicaps and reducing the critical teacher shortage in West Virginia. (JDD)

ED 295 359 EC 202 595

Chinkanda, E. N.
Support Systems of Mothers of Mentally Retarded Children.
Human Sciences Research Council, Pretoria (South Africa).
REPORT NO.- HSRC-S-166; ISBN-0-7969-0502-9
PUB DATE- 87
NOTE- 42p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Black Mothers; *Child Rearing; Child Welfare; Coping; *Delivery Systems; Financial Support; Foreign Countries; *Mental Retardation; *Social Services; *Social Support Groups; Use Studies
IDENTIFIERS- *South Africa (Transvaal)

A study was conducted with a sample of 80 black mothers of mildly to profoundly mentally retarded children in the Pretoria, South Africa, townships of Atteridgeville and Mamelodi. The study sought to identify support systems utilized by the mothers, identify latent systems that could be supportive to the mothers, ascertain the extent to which existing systems are utilized, and identify systems having negative effects on the families. Interviews with the mothers resulted in the following findings, among others: (1) tasks with which most mothers/caregivers required aid were bathing and dressing the child and doing the laundry; (2) more than half of the mothers needed financial assistance because of expenses related to their child's condition; (3) informal support systems consisted

ED 295 372 EC 202 810

Cecconi, Christine P.
Intervention Strategies for Pragmatically Impaired Preschoolers: The Classroom Context.
PUB DATE- 87
NOTE- 7p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Child Language; *Classroom Environment; *Communication Disorders; Discourse Analysis; Educational Therapy; Interaction; *Intervention; *Language Usage; *Learning Disabilities; Play; *Pragmatics; Preschool Education; Speech Communication; Teaching Methods

A classroom-oriented therapeutic program was devised for four pragmatically impaired preschoolers who showed little spontaneous language use within the classroom. Intervention strategies focused on facilitating interactions during free play and were based on four principles for practitioners: be child-oriented; engineer the environment; use low-pressure elicitation; and utilize the classroom staff and environment. In addition, the educational curriculum was changed to reflect a comprehensive view of communication and pragmatics, resulting in individualized education program goals which incorporated a variety of contexts. Six months following the intervention, a pragmatic analysis performed during classroom free play showed that (1) each child communicated more frequently with a broader range of speech acts, and (2) topics were initiated and extended. (JDD)

ED 295 373 EC 202 811

School Resource Center (SRC).
School Resource Center, Austin, TX.
PUB DATE- 86
NOTE- 46p.; The personal resume of the SRC director, Dr. Virginia Walter has been deleted from the main booklet (p.10-27).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Counseling Services; *Dislocated Workers; Employer Employee Relationship; *Employment Practices; Federal Programs; Financial Support; Fringe Benefits; Job Training; *Outplacement Services (Employment); *Personnel Policy; Program Development; Program Implementation; *Reduction in Force; *Retraining; State Programs; Unemployment Insurance

This guide is intended to serve as a reference tool to individuals responsible for planning and implementing a work force reduction program. The information included in the guide represents a synthesis of practices that have worked for a number of companies, individuals, and communities that have had to cope with a work force reduction. The first of the guide's four parts discusses the many benefits of developing and implementing a responsible work force reduction program, including cost savings in unemployment insurance, increased productivity and morale, improved company image and community relations, and improved communications with workers and the community. The federal, state, and employer/union contractual funds that are available for dislocated worker assistance programs are described in the second part. Part 3 explains 6 general principles for responsible work force reduction programs and 10 key steps in planning a program. Part 4 discusses the special needs of dislocated workers; 10 types of reemployment services (group job search workshops, formal assessment, career planning, job development and placement, occupational training, job clubs, on-the-job training, basic education, resource areas, and relocation assistance); and four supportive services for dislocated workers (individual benefit planning, unemployment insurance, personal counseling, and temporary financial assistance). The addresses and phone numbers of the National Alliance of Business' seven regional offices are included. (MN)

ED 294 995 CE 050 014

Hillison, John; Malpiedi, Barbara J.
Project of the Month Award.
PUB DATE- 88
NOTE- 5p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom

REPORT NO.- Senate-Hrg-100-487
PUB DATE- 12 Nov 87
NOTE- 120p.
AVAILABLE FROM- Superintendent of Documents, Congressional Sales Office, U.S. Government Printing Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Community Programs; *Demonstration Programs; Federal Programs; Federal State Relationship; *Older Adults; Program Effectiveness; Program Implementation; *Public Service; Recordkeeping; State Programs; *Volunteers
IDENTIFIERS- Congress 100th; Older Americans Act 1965; Proposed Legislation; *Volunteer Service Credits

This document contains testimony and written statements on a proposal to amend the Older Americans Act of 1965 to authorize grants to states for demonstration projects that provide services to older persons in return for their service as volunteers. Persons testifying included representatives of the Reagan Administration, voluntary nonprofit organizations, various individuals who have been offering such projects over the past several years, and sponsors of the act. Some of the questions addressed in the hearing included the following: (1) will this policy increase the amount of service available to older individuals? (2) will this policy create an entitlement that cannot be guaranteed by the federal government? and (3) will persons who have not previously volunteered be denied services when participants begin to cash in their credits? Those who testified or gave written statements both supported and rejected the idea of credits for volunteer service, although the majority of those testifying were in favor of some sort of credit system. They testified that such a system would make more volunteer help available and make it easier for senior citizens to accept help. Others were concerned that even more bureaucracy would be created, and they anticipated bookkeeping problems. Further testimony on the proposal was expected following the hearing. (KC)

ED 295 010 CE 050 197

Compilation of the Domestic Volunteer Service Act of 1973 as Amended through December 31, 1987. An Information Paper Prepared for Use by the Special Committee on Aging, United States Senate. 100th Congress, 2d Session.
Congress of the U.S., Washington, D.C. Senate Special Committee on

Plant Closings. Evaluation of Cost Estimate of Proposed Advance Notice Requirement. Report to Congressional Requesters.
General Accounting Office, Washington, D.C. Div. of Human Resources.
REPORT NO.- GAO/HRD-88-71
PUB DATE- Mar 88
NOTE- 9p.
AVAILABLE FROM- U.S. General Accounting Office, P.O. Box 6015, Gaitherburg, MD 20877 (first five copies--free; additional copies--$2.00 each; 100 or more--25% discount).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adult Education; Adults; *Cost Estimates; *Dislocated Workers; Federal Legislation; *Job Layoff; Unemployment
IDENTIFIERS- *Plant Closings

A study assessed the methodology and conclusions contained in the Robert R. Nathan Associates, Inc., report, "The Private and Public Costs of Proposed Mandatory Advance Notification Legislation." It concluded that the methodology and analysis used to construct cost and employment estimates were inadequate to support the study's conclusions. The Nathan study estimated that 460,000 fewer jobs would have been created in the United States if an advance notice requirement had been in effect. The methodology used to estimate the job impact ignored factors far more important than the presence or absence of an advance notice requirement. Aspects of the methodology that raised questions regarding its validity included the selection of countries used in the comparison and the time period covered by the analysis. The Nathan study estimated that employers would incur yearly costs of $1.8 billion as the result of the enactment of advance notice legislation from three sources: added administrative cost, cost associated with employees quitting after receiving notice but before closing--so-called talent drain, and legal penalties associated with noncompliance. To the extent that firms already have the capacity to plan for the future, the administrative cost estimate was found to be very likely overstated. The talent drain estimate probably overstated the cost by ignoring offsetting gains and overstating the extent to which workers quit their jobs before closing. The penalty cost estimates excluded firms that would be allowed waivers and apparently double counted. (YLB)

ED 295 025 CE 050 230

ED 295 038 CE 050 250

Rheault, Keith; Trabert, Bill
A Report of Vocational Education Funding Support Provided by States.
Nevada State Dept. of Education, Carson City.
PUB DATE- Jun 88
NOTE- 67p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Accountability; Adult Vocational Education; *Educational Finance; Educational Policy; Enrollment; *National Surveys; Postsecondary Education; Secondary Education; *State Aid; State Standards; Statewide Planning; *Vocational Education

This report contains information that resulted from a nationwide survey of vocational education funding. The information represents the responses of 44 states (excluding Connecticut, Kansas, Kentucky, Mississippi, Utah, and Wyoming). An introduction details the procedures and provides a brief summary of the combined data from the 44 responding states with respect to state fund appropriation, the program level in which emphasis is placed in regard to dollars spent, state standards, factors affecting distribution of state funds, on-site monitoring, funding levels, legislative emphasis, and increase in high school graduation requirements. The individual state summaries follow. The following information is provided for each of the 44 states: vocational programs funded by state (program level, state appropriated dollars, administrative authority for funds); enrollment data (program level, statewide vocational program enrollments only, statewide total school enrollments); state standards for vocational education programs and any linkage to funding; listing of distribution factors for state vocational education funds; local recipient accountability (on-site monitoring, other forms of review); state vocational funding levels during the last three years; legislative emphasis, other than funding (increasing, decreasing, or staying the same); and high school graduation requirements, within the last three years. A state summary matrix and the instrument are appended. (YLB)

ED 295 039 CE 050 251

specific materials available in Alaska and the rest of the nation. (KC)

ED 295 052 CE 050 315

Construction Trades Resources.

Alaska State Dept. of Education, Juneau. Div. of Adult and Vocational Education.

PUB DATE- 87

NOTE- 121p.; For the Construction Trades Curriculum to which this is a supplement, see ED 275 903.

LANGUAGE- English

EDRS Price - MF01/PC05 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Behavioral Objectives; *Building Trades; Competence; Competency Based Education; *Construction (Process); *Construction Materials; Course Content; Educational Resources; Energy Conservation; Learning Activities; Roofing; Secondary Education; Site Development; Soil Science; *Solar Energy; State Curriculum Guides; Vocational Education

IDENTIFIERS- *Air Quality; *Alaska

This guide was developed as a supplement to the Alaska Department of Education's Construction Trades Curriculum. The special topics included in it focus on competencies from the curriculum for which materials were not readily available to Alaskan teachers and provide information that is either required by Alaska's environmental conditions or is not sufficiently covered by existing curricula. They are designed to be integrated into the regular curriculum at the appropriate times. The guide contains six sections covering the following topics: passive solar site selection, foundations, energy, indoor air quality, plywood beams, and metal roofs. Each section contains one or more units focusing on competencies within the topic. Each unit consists of an introduction, overview, resource list, tasks, and information sheets illustrated with line drawings. (KC)

ED 295 053 CE 050 316

associated with this heightened risk status are not yet understood. This study compared the alcohol-related beliefs of subjects who possessed close relatives with alcohol problems with alcohol-related beliefs of subjects who possessed no such relatives. Subjects included college students (N=32) who reported having a mother or father who had experienced problems with alcohol or alcoholism and students (N=32) who reported no such parent. Subjects completed questionnaires on demographics, frequency of alcohol consumption, the presence or absence of a problem drinking relative, and alcohol-related beliefs. Results indicated that alcohol-related beliefs could be used to differentiate students who came from families with alcoholic relatives from those students who came from problem-free families. No significant differences were found in drinking frequencies of the two groups. Further research is currently underway to delineate the interaction of family dynamics and beliefs about alcohol's effects, alcoholism, and perceptions of vulnerability to alcoholism. (ABL)

ED 295 067 CG 020 807

Fethke, Carol C.
Marriage Dissolution, Division of Pensions, and Retirement Economic Well-Being.
PUB DATE- Nov 87
NOTE- 29p.; Paper presented at the Annual Scientific Meeting of the Gerontological Society (40th, Washington, DC, November 18-22, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Divorce; *Economic Factors; *Economic Status; Marital Status; *Retirement; Retirement Benefits; Spouses; *Well Being
IDENTIFIERS- Savings; *Wealth

Economic well-being after retirement depends on an individual's portfolio which includes income from Social Security, pensions, transfers from public or private sources, and accumulated wealth. Any event which interrupts the savings process can have an adverse effect on an individual's economic status after retirement. Dissolution of marriage, which may affect as many as one-third of all families, is such an event. Marriage dissolution may effect the family's savings rate. Property division rules discourage marital savings if either party anticipates divorce. Because most divorces

ED 295 081 CG 020 821

Welch, Andrew J.
Child Molesters in the Classroom.
PUB DATE- Dec 87
NOTE- 129p.; Master's Thesis, Queen's University.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Dissertations/Theses - Master Theses (042)
DESCRIPTORS- *Child Abuse; *Court Litigation; *Criminals; Data Collection; Foreign Countries; *Peer Relationship; Profiles; *Sexual Abuse; *Teacher Student Relationship; Victims of Crime
IDENTIFIERS- Ontario

A study was conducted which examined records from the Ontario Court of Appeal to investigate the factors contributing to child molestation by teachers in the classroom. Data were analyzed using Finkelhor's model of emotional congruence. For the offenders against prepubescent children, the chain of causation was found to lead outside the classroom. The data revealed that six out of seven offenders had serious difficulties with peer intimacies outside the classroom. Pronounced contrasts between the offenders' poor peer relationships outside the classroom and their successful teacher-pupil relationships inside the classroom were identified as important precursors of child molestation. This document presents the results of the study, reviews problems obtaining reliable data, and summarizes laws regarding sexual offenses. Profiles are provided of offenders against male and female children. Nine pages of selected references are included. Discussions of ethical issues are appended. (Author/NB)

ED 295 082 CG 020 822

Smoking, Tobacco & Health: A Fact Book.
Center for Health Promotion and Education (CDC), Rockville, MD. Office on Smoking and Health.
PUB DATE- 87

Females; *Group Therapy; *Incest; *Interpersonal Competence; Leadership Styles; Sexual Abuse; Victims of Crime

This document contains an experiential presentation for counselors dealing with the special needs and difficulties of adolescent female survivors of incest who participate in group therapy. It briefly describes a group therapy program for female adolescent survivors of incest offered by a counseling center in Ohio which meets once a week. It explores some of the issues, dynamics, and approaches regarding leadership of such a group. Included are discussions of the difficulties in building group cohesion due to poor social skills of group members, along with the need for universality to overcome feelings of isolation; the leader-directed versus group-directed format; and the benefits and drawbacks of structure in such a group. Six sample activities derived from the expressive arts therapies are presented and described. Each is discussed in terms of its purposes and possible material elicited for further processing in the group. (Author/NB)

ED 295 097 CG 020 837

Connell, Patricia

The Effects of Intermittent Reminiscence Therapy on Nursing Home Residents' Depression Levels.

PUB DATE- Mar 88

NOTE- 11p.; Paper presented at the Annual Meeting of the American Society on Aging (34th, San Diego, CA, March 18-22, 1988).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Depression (Psychology); *Group Therapy; High Risk Persons; *Institutionalized Persons; Memory; *Nursing Homes; *Older Adults; *Outcomes of Treatment

IDENTIFIERS- *Reminiscence

Depression is regarded as the most prevalent mental health disorder in the elderly. Reminiscence, a normative and universal process which can facilitate the resolution, integration, and reorganization of past conflicts can have positive or negative effects on depression. One environment where the elderly are particularly at risk for the negative sequelae of reminiscing is the nursing home. Previous reminiscing studies have focused only upon one specific time period, rather than intermittent therapy, making their results of limited clinical application for

AIDS Education Resource Directory: A Selected Annotated Bibliography.
Illinois State Board of Education, Springfield.
PUB DATE- Mar 88
NOTE- 19p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Acquired Immune Deficiency Syndrome; Annotated Bibliographies; *Instructional Materials; Intermediate Grades; Secondary Education

This document presents an annotated bibliography of instructional materials for education about Acquired Immune Deficiency Syndrome (AIDS) developed for use by teachers of grades 6 through 12 who must instruct students on the prevention, transmission, and spread of AIDS. The citations are from a larger compilation of instructional materials for AIDS education provided by the Centers for Disease Control. For each of the 33 citations, bibliographic information, a short abstract, and a contact person or organization is given. Several of the entries describe school AIDS curricula developed by various school districts or state departments. (NB)

ED 295 111 CG 020 851

Hurst, Hunter, Ed.; And Others
Schools.
National Center for Juvenile Justice, Pittsburgh, Pa.
REPORT NO.- ISBN-0-910099-10-3
PUB DATE- Dec 87
NOTE- 104p.
AVAILABLE FROM- National Center for Juvenile Justice, 701 Forbes Avenue, Pittsburgh, PA 15219 ($10.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Delinquency; *Delinquency Prevention; *Elementary Secondary Education; *School Role

This volume deals with the issue of schools and delinquency and contains three major articles. "American Education: American Delinquency" (Gary D. Gottfredson) reviews the documentation for the successes and failures of American education as it has import for the generation and/or control of law violations of youth. It explains how families, neighborhoods, communities, and the

Woodley, John W.
Whole Language in the College Classroom: One Professor's Approach.
PUB DATE- May 88
NOTE- 28p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Content Area Reading; Education Majors; Higher Education; Instructional Innovation; Language; Teaching Methods; Teaching Models
IDENTIFIERS- *Whole Language Approach

Teaching a course in content area reading instruction means that a professor will have students with a broad range of experiences and interests, all of which must be taken into account in the instructional process by providing many opportunities for choice and self-selection. The modeling of effective teaching is a strategy that can encourage students to consider actively the role of reading instruction in their content classes and to become aware of the broad range of options available to them as teachers. The use of whole language--a theory of instruction and learning based on knowledge of language learning and language use as well as knowledge of people of whatever age and however they learn--can help in selecting activities and materials, evaluating students' progress, and shaping the educational program in a classroom. Whole language, at the college level, can be both possible and desirable--if the teaching approach is grounded on three beliefs: (1) language use is to be encouraged whenever possible; (2) language is to be kept whole and meaningful; and (3) each student learns as an individual. By carefully reviewing what is to be accomplished in the course and selecting instructional strategies, evaluation methods, and course content from a theoretical perspective consistent with whole language, the college teacher can conduct an effective whole language program. (MS)

ED 295 126 CS 009 148

Woodley, John W.; Smith, R. Lee
Reading Assessment for the Young Reader.
PUB DATE- 15 May 88
NOTE- 23p.

DESCRIPTORS- *Cross Cultural Studies; *Folk Culture; Foreign Countries; Interdisciplinary Approach; Literature Appreciation; *Reader Response; *Reader Text Relationship; *Reading Attitudes; Reading Research; Secondary Education; Short Stories; Translation
IDENTIFIERS- Denmark; *Folktales; Greenland; *Reader Response Criticism; Turkey; United States

This report, the second of seven, part of an interdisciplinary project on the context of reading and reading research that explores similarities and dissimilarities in the response to literature in readers from different cultures, describes the way in which potentially useful texts, i.e. folktales, were selected by team members. The report first specifies the criteria for the tales, in terms of length, authenticity, and provenance. The report then describes the selection procedure used for identifying three groups of potentially useful tales: three from Turkey, three from Denmark and five from Greenland. The background of each tale is given, along with a brief description of translation procedures, and then all the tales are printed, either in quasi-English translations, or in summaries. The report concludes with some generalized comments on the extent to which the aprioristic demands were met, and on the translation procedures. Ten references and an overview of the project are appended. (MS)

ED 295 140 CS 009 174

Dollerup, Cay; And Others
The Empirical Selection--By Means of Readers' Responses--of the Three Tables To Be Used in the Folktale Project. Folktale: A Cross-Cultural, Interdisciplinary Study of the Experience of Literature. Report No. 3.
Copenhagen Univ. (Denmark). Dept. of English.
REPORT NO.- ISBN-87-89065-06-9
PUB DATE- 23 Jul 85
NOTE- 66p.; Prepared by the Research Unit for Experimental Studies in Reader Response. For related documents, see CS 009 172-173 and CS 009 175-178.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Cross Cultural Studies; *Folk Culture; Foreign Countries; Interdisciplinary Approach; Literature Appreciation; Questionnaires; *Reader Response; *Reader Text Relationship; *Reading Attitudes; Reading Research; Secondary Education; Short

disabled population. Publication contents include: (1) keynote addresses--"Five Characteristics of Language Learning Disabilities" (James Leigh) and "Who are the REAL Language Learning Disabled?" (Geraldine Wallach); (2) an information review and analysis focussing on the Beginning Teacher Program and its impact on exceptional student education personnel; (3) observations on behaviors related to language learning disabilities, including the four statements the Task Force voted to use as central defining characteristics of the language learning disabled population; (4) options for planning programs; (5) issues, constraints, and strategies; (6) action plans--the work of universities and districts who were asked to develop plans which reflect desired directions for training and program development; (7) summary and recommendations; and (8) a list of selected readings. A 36-page appendix is attached, compiling selected information from school districts and universities, as well as two scales of competencies ratings. (ARH)

ED 295 154 CS 211 244

Will, Norman P.
Old Premises and Old Promises: Contemporary Critical Theory and Teaching at the Two-Year College.
PUB DATE- 88
NOTE- 16p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Epistemology; *Language Role; *Literary Criticism; Secondary Education; Teacher Role; Teaching Methods; *Theory Practice Relationship; *Two Year Colleges
IDENTIFIERS- Audience Awareness; *Critical Theory; Social Constructivism; Structuralism

One composition teacher's experiences with the pluralistic student body of a two-year college led him to question the value of higher education, in particular writing and literature. Most current literature teachers were trained in the principles and methods of New Criticism, and most have found that these approaches are not adequate for their classrooms. Post-structuralist theory, however, which holds that there can be no pure signified, only the chain of signifiers, bears directly on what literature professors ought to be doing. Deconstruction (as put forward by Jacques Derrida) raises the issues of determinate versus indeterminate meaning and of assessment, the infusion of literary texts into composition classes, writing-across-the curriculum, journal writing, interactive distance learning, video technology, the role of media in education, and forces affecting current English curriculums. (ARH)

ED 295 168   CS 211 261

Ciofalo, Andrew
When Syllabus and Curriculum Collide.
PUB DATE- Jul 88
NOTE- 30p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (71st, Portland, OR, July 2-5, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Course Content; *Course Descriptions; Higher Education; *Journalism Education; *Periodicals; Publications; Small Colleges; Writing for Publication
IDENTIFIERS- Curriculum Emphases

Since magazine faculty must compress learning objectives into tightly packed syllabi, it is important for these syllabi to be effectively organized to focus on process and not on product. Some characteristics of the "perfect" syllabus are: (1) it is devised within a curricular context; (2) it reflects awareness of the capabilities and the needs of the students who would normally take the course; (3) it provides an itinerary for a semester-long journey to a set of clear objectives; (4) it motivates students to embark on a great learning adventure; (5) its content makes up for curricular deficiencies by using product-oriented projects; (6) if the project is process oriented, the syllabus indicates equal participation by all students on a basis that faculty can easily evaluate; (7) its format for the course draws on the strengths on the teacher; and (8) the teaching methodology is not explicit in the syllabus. The highly detailed syllabus is a matter of personal choice, often influenced by the caliber and the preparation of students, and not requisite for the perfect syllabus. In short, the perfect syllabus is a document which is constantly evolving from semester to semester. (Several sample syllabi are attached.) (ARH)

IDENTIFIERS- Florida

This manual outlines course performance standards based upon intended outcomes in courses which are part of the state-adopted curriculum frameworks, grades six through eight. The Florida standards are for selected courses in language arts including English and reading. Ten to 11 performance standards for language arts are listed for each of the 18 courses covered in the booklet. (ARH)

ED 295 182 CS 211 276

Uniform Student Performance Standards for Selected Courses, Grades 9-12 for Florida Schools. Language Arts .

Florida State Dept. of Education, Tallahassee.

PUB DATE- 86

NOTE- 28p.; For performance standards grades 6-8, see CS 211 275.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- *Course Objectives; *Educational Objectives; *English Instruction; *Language Arts; Literature; Public Schools; Reading Skills; Research Skills; Secondary Education; State Curriculum Guides; Study Skills; Traditional Grammar; Vocabulary Development; Writing Skills

IDENTIFIERS- *Florida

Developed to form the basis for a state-wide public school student assessment program, this manual outlines course performance standards based upon intended outcomes in language arts courses which are part of the state-adopted curriculum frameworks, grades 9 through 12. The standards are for courses in English skills, English, and English honors at each grade level. Five to eight performance standards are listed for each of the 12 courses covered in the booklet. (ARH)

ED 295 183 CS 211 277

office would help the newspaper understand black issues and concerns. Overall, findings suggest that the black state legislator has an unfavorable view of local paper performance, with most seeing the community press as obsessed with conflict coverage. The hometown paper's coverage of the lawmaker's office was judged as particularly poor compared to statehouse specialist reporters. Few black legislators in the 1980s feel fairly treated, and they feel that whites have more influence at the community newspaper and receive more favorable news coverage. (Eighteen notes and three tables of data are attached.) (ARH)

ED 295 197 CS 211 293

Pitts, Beverley J.
Case Studies in Newswriting: A Descriptive Model.
PUB DATE- Jul 88
NOTE- 28p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (71st, Portland, OR, July 2-5, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Higher Education; Journalism; Journalism Education; *Models; *News Writing; *Protocol Analysis; Skill Analysis; Writing Instruction; *Writing Processes; Writing Research
IDENTIFIERS- Journalism Research; News Reporters; News Stories; Story Structure; Student Reporters; Writing Contexts; *Writing Models; Writing Patterns; Writing Tasks

To develop a descriptive model of the newswriting process, a study used protocol analysis methodology (focusing on specific thinking and behavior related to task completion) to examine the writing processes of professional and student reporters writing in their natural work environment. The study employed verbal protocols--tape recording the writing process while the subject thought out loud. Eight professional reporters from seven different newspapers and five journalism students from different classes, who were selected as good writers, participated in the study. Subjects wrote 38 stories in 38 taping sessions averaging two hours in length, for a total of 70 hours of tape recordings of the newswriting process. Each subject was interviewed after stories were completed. Transcriptions of the follow-up interviews, in addition to writing session transcriptions, reporters' notes, and completed stories,

Text Relationship; Reading Attitudes; Reading Habits; Reading Research
IDENTIFIERS- Journalism Research; *News Stories; Readership Analysis; Reading Behavior; Text Factors; *Text Types

A study investigated whether three types of journalistic material--news stories, news articles, and news reports--could be reliably distinguished from one another, and whether these genres had differential appeal to audiences. News reports are defined as succinct reports of facts, while news articles represent a more analytic form of reporting, and news stories have traces of literary quality. A content analysis of the November 1, 1985 issue of the Richmond "News Leader" was combined with an existing readership survey of that issue. Ninety-seven news stories were classified by two coders according to the categories of reports, articles, and stories. Respondents, 357 adult residents of Richmond, Virginia, were questioned by professional interviewers, who determined whether readers "noticed," "read some," or "read most" of all items in the newspaper of 30 lines or longer. Answers were then weighted to represent 514 cases. Findings revealed that intercoder reliability was high; thus, it was possible to distinguish reports from stories. (There were no articles in this issue of the paper.) Mean readership attention scores (combining the readership of persons of both sexes, and various ages, incomes, and educational levels) revealed that reports and stories received significantly different browsing attention, with stories winning more attention than reports. On the other hand, reports received significantly higher attention than stories when the criterion was reading more than half of the full text. (Two references and three tables are attached.) (ARH)

ED 295 211 CS 211 310

Nord, David Paul
Teleology and News: The Religious Roots of American Journalism, 1630-1730.
PUB DATE- Jul 88
NOTE- 48p.; Paper presented at the Annual Meeting of the Association of Education in Journalism and Mass Communication (71st, Portland, OR, July 2-5, 1988).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Historical Materials (060) Reports - Evaluative/Feasibility (142)

PUB DATE- Mar 87
NOTE- 11p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College Curriculum; *Curriculum Design; *Curriculum Development; Degree Requirements; Higher Education; *Periodicals; *Publishing Industry; Undergraduate Study
IDENTIFIERS- Loyola College MD

To prepare college graduates for careers in the magazine publishing industry, a magazine curriculum requires a complex array of disparate courses. Small colleges offer the best environment for reformatting magazine education. In order for a magazine curriculum to develop, grow, and thrive it must have access to students with specialized interests as well as to generalists, and this is more easily accomplished in a non-restrictive small college environment where students are encouraged to cross disciplinary lines. The publishing overview accurately presages the entry level positions that graduates will find open to them in the industry. In addition to basic journalistic writing skills, training is required in graphics, word processing, promotion and public relations, and the legal aspects of publishing. The decision to initiate a publishing major or sequence rests on the ready availability of certain courses in the curriculum, a local pool of adjunct faculty talent, and a market for the program based on potential students and employment data in the region served by the college. At Loyola College of Maryland, a typical program of study includes: (1) a common liberal arts core; (2) a communications core; (3) seven major courses, including manuscript evaluation and editing, writing book review and promotional copy, magazine article writing; (4) five interdepartmental courses; and (5) optional communications electives. (MM)

ED 295 225 CS 506 147

Wilson, Dawn K.; And Others
The Cognitive Mediation of Message Framing in Persuasion.
PUB DATE- May 86
NOTE- 10p.; Paper presented at the Annual Meeting of the Midwestern Psychological Association (58th, Chicago, IL, May 8-10, 1986).
LANGUAGE- English

liquor ads or soft liquor ads (identified as representing the "good food" approach to marketing, presenting the product not as an intoxicant but as something healthy). To isolate responses to the appeal used, as independent of the carry-over effect of product and brand information, each set of ads was also "masked," (brand names, logos, etc. were covered over) creating four exposure conditions: unmasked/soft liquor; masked/soft liquor; unmasked/hard liquor; and masked/hard liquor. After examining the ads, subjects completed a posttest questionnaire measuring attitudes toward the advertised product and perceptions of typical product users. Results revealed that hard liquor ads generated significantly more correct product identifications than did soft liquor ads, and that soft liquor ads were more likely to be mistaken for ads of non-alcoholic food or drink. Hard liquor ads were also assessed as promoting products that should be used by older individuals than the products promoted in the soft liquor ads. No significant differences emerged between soft and hard liquor ads with regard to the images of the typical user. (One figure and two tables of data are included, and photocopies of hard liquor stimulus advertisements, liqueur stimulus advertisements, and 20 references are appended.) (MM)

ED 295 239 CS 506 181

Ogles, Robert M.; Sparks, Glenn G.

A Comparison of Two Viewing Measures in Studies of Television-Influenced Perceptions of Criminal Victimization.

PUB DATE- Jul 88

NOTE- 22p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (71st, Portland, OR, July 2-5, 1988).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)

DESCRIPTORS- *Audience Analysis; College Students; Higher Education; *Mass Media Effects; Popular Culture; *Self Concept; *Television Viewing; *Victims of Crime

IDENTIFIERS- *Perceived Reality; Television Role; Victimization

Comparing two measures of television exposure (time spent viewing, and the number of violent acts viewed per hour) as predictors of television-influenced fear of criminal victimization, a study conducted probability surveys in two midwestern cities with dissimilar crime rates. A preliminary study of 142 undergraduates

Hartman, John K.

Assessing Women in the Creative Department: What Creative Directors Think.

PUB DATE- Jul 88

NOTE- 15p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (71st, Portland, OR, July 2-5, 1988).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)

DESCRIPTORS- *Advertising; *Creativity; *Employed Women; Employer Attitudes; *Equal Opportunities (Jobs); Females; Media Research; Professional Development; *Sex Bias

IDENTIFIERS- *Advertising Agencies; Advertising Industry; Advertising Occupations

A study examined the status of women in the creative departments of advertising agencies. In November 1987, questionnaires were sent to the creative directors of the 196 member agencies of the Adcraft Club of Detroit (the largest advertising club in the nation). Sixty-four questionnaires were returned. Answers and comments from the directors surveyed tended to support the notion that women have either achieved parity with men or are moving toward that goal. The vast majority of respondents found no difference in the creativity level between men and women and no difference between men and women with regard to stimulation to creativity. While a majority of respondents said that women did not have greater opportunities to advance in the creative department compared to other departments in an advertising agency, one-third believed women had better opportunities in the creative department. Also, creative directors from smaller agencies were more likely to see women as easier than men to stimulate toward creativity, compared to creative directors at larger agencies who saw little or no difference. General comments about women in advertising tended to be positive, with some suggesting that parity had already been achieved in a business that depends on results and others suggesting that women had made great strides toward equality in recent years. (Six tables are included and eight references are attached.) (ARH)

ED 295 266 CS 506 217

Severn, Jessica
Effective Application of Psychological Motivators for Social Advertisers.
PUB DATE- Jul 88
NOTE- 25p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (71st, Portland, OR, July 2-5, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Advertising; Audience Awareness; Comparative Analysis; Consumer Education; *Merchandising; Motivation; *Motivation Techniques; Persuasive Discourse; Psychological Needs; *Public Service
IDENTIFIERS- Advertisements; *Advertising Effectiveness; Advertising Industry; *Public Service Advertising; Public Service Campaigns

Social advertisers--those responsible for public and nonprofit advertising and marketing--must employ many of the major psychological motivations used by commercial advertisers to stimulate desire and action on the part of target audiences. For example, commercial advertisers create psychological stimuli to facilitate motivation of the fulfillment of ego-based desires, linking those desires with specific products. Four motivators have been identified as being the most powerful (i.e., having the greatest ability to motivate desire)--humor, guilt, fear, and curiosity. Other motivators include attractiveness, convenience, health, pleasure, power, and sex appeal. In addition, advertisers must devise an effective means of message execution, including: (1) targeting and understanding the audience; (2) keeping the marketing objectives in mind; and (3) choosing the stated or implied direction (positive or negative) of a psychological motivator. In social advertising, psychological desires must be linked with specific outcomes, rather than products. These outcomes are often abstract and not as clearly ego-based. Also, because social marketing does not involve the very basic and obvious exchange process found in commercial marketing, consumers must do more thinking. Therefore social advertisers must use these commercial advertising techniques to educate audiences to evaluate, understand, and respond to appeals based on more abstract concepts. (Two figures are included, and 16 references are appended.) (MM)

Scope and Sequence for Theatre Arts: Kindergarten-Grade 12.
Texas Education Agency, Austin.
REPORT NO.- CU7-370-01
PUB DATE- 87
NOTE- 103p.
AVAILABLE FROM- Publication Distribution Office, Texas Education Agency, 1701 N. Congress Ave., Austin, TX 78701-1494 ($2.00).
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Creative Expression; Curriculum Design; *Curriculum Development; Curriculum Guides; Elementary Secondary Education; *Sequential Approach; Skill Development; *Theater Arts
IDENTIFIERS- Aesthetics; Curriculum Emphases; *Drama in Education; Texas

Designed to assist administrators, supervisors, and elementary and secondary school classroom teachers and theater specialists in developing a sequential theater arts curriculum, this curriculum guide provides directions for developing curricular and cocurricular theater arts programs based on the individual needs of learners from kindergarten through grade 12. Following an introduction discussing the project background, philosophy of the program, and an outline of a model theater arts curriculum, the guide is divided into four sections, each centered around a program goal: (1) to develop internal and external personal resources (including sensory and emotional perception, imagination, and movement); (2) to create theater through artistic collaboration (including problem solving, improvisation, and directing); (3) to relate theater to its social context (including roles and careers, and theater heritage); and (4) to form aesthetic judgments (including dramatic elements, theater attendance, and aesthetic response). For each goal, objectives for skills, attitudes, and understandings are identified, and a chart of the objectives and expectancies for each grade level is presented. Terminology definitions, a resource list of theater arts books and publications, and a list of project team members are included. (MM)

EA

develop greater local support for schools. The report recommends that (1) the test results database be developed and expanded; (2) regional facilitators work with sites in using the formative evaluation process; (3) educators at all levels recognize variables affecting a school's success in implementing an improvement program; (4) state-level staff clarify roles of regional and local coordinators and encourage networking between the two groups; and (5) state-level staff and the program's advisory task force constantly explore alternatives and components enhancing the program's development. (MLH)

ED 295 293 EA 020 024

Franklin, David L.; And Others

The Constitutionality of the K-12 Funding System in Illinois, Volume I: Legal Issues. MacArthur/Spencer Series Number 3.

Illinois State Univ., Normal. Center for the Study of Educational Finance.

SPONS. AGENCY- John D. and Catherine T. MacArthur Foundation, Chicago, IL.

PUB DATE- May 87

NOTE- 163p.; Also supported by a grant from the Lyle Spencer Foundation. For related document, see EA 020 025.

LANGUAGE- English

EDRS Price - MF01/PC07 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090) Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- *Compliance (Legal); Constitutional Law; *Court Litigation; Elementary Secondary Education; Full State Funding; Government School Relationship; *School Law; *State Aid; State School District Relationship

IDENTIFIERS- *Illinois; Rodriguez v San Antonio Independent School Dist; Serrano v Priest

This is volume I of a two-volume study of the constitutionality of the K-12 funding system in Illinois. In this volume, seven steps are presented in the issues and outcomes of the major judicial challenges to systems of state aid to public schools. The first chapter looks at the history of state aid litigation up to the time California became the first state to experience a successful challenge to a state's system of aid to public schools. The second and third chapters analyze the California experience and what occurred between "Serrano vs. Priest" and "Rodriguez vs. San Antonio Independent School District." In the fourth chapter, the

all human collectives as voluntary associations influenced by cultural and other factors idiosyncratic to individual members of organizations. Employing a set of qualitative meta-analytical techniques, this paper examines the relationship among intention, distinction, and organizational effectiveness. Data sources include quantitative research, case studies, and theoretical literature. Results show little empirical evidence to support the efficacy of either intention- or distinction-based management strategies. A complementary relationship may exist between intention and distinction, but more research is needed. Also, it is unclear whether distinction can be managed. Recommendations are provided for managers and researchers frustrated by these results. Included is a bibliography of 71 references and 2 appendices. (MLH)

ED 295 306 EA 020 060

LaCost, Barbara; Pounder, Diana
The Internship: An Alternative Model.
PUB DATE- Nov 87
NOTE- 22p.; Paper presented at the Annual Meeting of the University Council for Educational Administration (Charlottesville, VA, October 30-November 1, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Administrator Education; *Adult Learning; Elementary Secondary Education; *Experiential Learning; *Field Experience Programs; Graduate Study; *Internship Programs; *Theory Practice Relationship
IDENTIFIERS- *Conceptual Frameworks; Reflective Thinking

The report of the National Commission on Excellence in Educational Administration recommended that educational administration preparation programs be planned around five strands--including supervised practice consisting of short- and long-term internships directed by research faculty and practitioners who are clinical faculty members. This idea is not new. However, recent research suggests that without conceptual foundations for developing internship programs, internships may fail from lack of articulation and definition. This paper proposes an internship model anchored in adult learning and development theory and often termed "androgogy." After reviewing the literature and discussing alternative instructional approaches for adults, the paper describes a

PUB DATE- 85
NOTE- 127p.; For related documents, see EA 020 080 and EA 020 091-094.
AVAILABLE FROM- Publication Sales, Deakin University Press, Deakin University, Geelong, Victoria 3217, Australia (Stock No. ESA844M01; $12.50 Australian; quantity and educational discounts).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Collected Works - General (020) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Administrative Organization; *Administrative Principles; *Bureaucracy; Educational Administration; Elementary Secondary Education; Foreign Countries; *Marxian Analysis; *Marxism; Organizational Theories; *Philosophy; Power Structure; Social Exchange Theory

This volume is part of a series of monographs from Australia devoted to outlining an alternative approach, based on neo-Marxist concepts, to educational administration. The introductory essay in this volume attempts to develop and clarify the basis for an alternative, dialectical approach to educational administration, which emphasizes the importance of human agency in the administration of educational organizations. The first section outlines the Hegelian and Marxist concepts of dialectic and shows how a dialectical theory of agency and structure presents a much more convincing way of looking at educational administration than the structural-functionalist position which has tended to dominate the literature. The ensuing discussion draws upon the recent theoretical perspectives of Dahrendorf, Bourdieu, and Giddens to illustrate the dialectical interaction of structural logic with human agency in educational organizations. Four readings by separate authors follow: (1) "Structures, Strategies, and the Habitus," by Pierre Bourdieu; (2) "Power, the Dialectic of Control, and Class Structuration," by Anthony Giddens; (3) "A Structurationist Account of Political Culture," by Patricia Riley; and (4) "Interorganizational Dialectics," by Gerald Zeitz. An annotated bibliography is included. (TE)

ED 295 320 EA 020 082

Giroux, Henry
Critical Theory and Educational Practice. ESA 841, Theory and Practice in Educational Administration.

Public School Administrators' Knowledge of Recent Supreme Court Decisions Affecting School Practice.

PUB DATE- Dec 86
NOTE- 36p.; Assistance for the study was provided by the Capital Area School Development Association in Central New York.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Administrator Attitudes; *Administrators; *Court Litigation; Federal Courts; Meditation; Public Schools; *School Law; School Surveys; Search and Seizure; Secondary Education
IDENTIFIERS- *New York; *Supreme Court

Public secondary school administrators should deduce from the 1985 "New Jersey v. T.L.O." Supreme Court decision that searching students does not violate the Constitutional prohibition against unreasonable searches and seizures when there are reasonable grounds for suspicion. The "Wallace v. Jaffree" case, decided in the same year, implies that "moment of silence" policies do not violate the "establishment" clause of the Constitution so long as such policies support secular objectives and so long as other activities are specified if prayer is specified. In December 1985, questionnaires were sent to 139 administrators in central New York to assess their knowledge of these decisions and to identify their sources of legal information. Eighty-eight percent responded. In addition, selected print media were analyzed to examine how accurately popular and professional media reported these decisions and their implications for practice. According to the questionnaire results, more than 25 percent of the respondents did not know that evidence of misbehavior is required before searching a student; 20 to 25 percent had difficulty in applying legal procedures to actual situations; 52 percent reported that they had little or no information about the constitutionality of moment of silence policies; 21 percent thought that all moment of silence policies were unconstitutional; 29 percent were uncertain concerning their constitutionality; and the main sources of information were professional newletters and journals. The analysis of the sources revealed that the sources were generally both accurate and comprehensive, which suggests that the sources were not responsible for the administrators' misinformation. Included are 11 references and 6 tables. (RG)

DESCRIPTORS- Access to Education; *Affirmative Action; College Programs; College Students; *Disabilities; *Educationally Disadvantaged; *Educational Opportunities; Equal Education; Foreign Countries; Mainstreaming; *Minority Groups; *Postsecondary Education; Program Development; Public Policy; Special Programs; State Programs; Training

IDENTIFIERS- *Canada; Canadian Council of Ministers of Education; Special Needs Students

This statement of the Council of Ministers of Education, Canada, reflects the provincial ministers' concern with ensuring that opportunities for participation in Canada's postsecondary institutions are available to those who can benefit from them, and in particular to those with special needs. An introductory section notes the growth of enrollments in Canadian colleges and universities; the changing economic circumstances which call for close cooperation between federal and provincial governments; Council concerns regarding the participation patterns of such groups as women, Native citizens, the disabled, minority language groups, and educationally disadvantaged adults; and obstacles causing underrepresentation of those groups. The second section provides a sampling of some of the initiatives in the areas of recruitment, instruction, and support services through which provincial and territorial postsecondary systems have endeavored to foster participation by special needs students. The final section outlines priority areas for further attention, including, among others: developing ways to facilitate access by special groups to postsecondary programs and services; introducing and expanding specially designed programs; and integrating special students into regular education, when possible. A French version of the text is also presented in the document. (JDD)

ED 295 346 EC 202 582

State Plan for Texans with Developmental Disabilities FY 1987-89 with Amendments .

Texas Planning Council for Development Disabilities, Austin.; Texas Rehabilitation Commission, Austin.

PUB DATE- Jul 86
NOTE- 291p.
LANGUAGE- English
EDRS Price - MF01/PC12 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Reports - Descriptive (Program/Project Descriptions) (141)

of the child's father, the mother's siblings, relatives, friends, neighbors, and the siblings of the child's father; (4) formal support systems consisted of a social worker, a doctor, and a priest; (5) more regular contact existed with the informal support system than with the formal system; (6) generally, respondents were not aware of existing services in their communities, with the most well-known services being general child welfare services and services for disabled children. (Author/JDD)

ED 295 360 EC 202 596

Quin, Paul E.
Preschool Project. Third Year Program. Summative Report.
Children's Language Inst., Ludlow, MA.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- 3 Aug 87
NOTE- 32p.
GRANT- G008401387
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Reports - Research/Technical (143)
DESCRIPTORS- *Communication Disorders; *Demonstration Programs; Expressive Language; High Risk Persons; Intervention; Language Acquisition; *Language Skills; *Learning Disabilities; Preschool Education; Preschool Tests; Receptive Language; *Remedial Instruction; Screening Tests; Standardized Tests; *Test Construction

This final report summarizes the activities and findings of a research project which developed a model program for preschoolers "at risk in language." A total of 22 children, including 17 children "at risk" and 5 peers, participated in the program; the children served by the project showed increased facility with language in the form of improved test scores for language processing, oral expression, and other language skills. The program components included an enriched preschool environment emphasizing language remediation, home visits by a speech-language pathologist, support group meetings, workshops, parent consultation, and dissemination activities. The program also provided consultation to public school personnel and followup services for program participants as they were mainstreamed into public schools. Several language evaluation instruments were administered and analyzed in

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - General (140) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Educational Diagnosis; Elementary Secondary Education; *Individualized Instruction; *Information Centers; *Learning Disabilities; Observation; Student Behavior; *Student Evaluation; *Teaching Methods
IDENTIFIERS- *School Resource Center TX

The School Resource Center (SRC) in Austin, Texas, is intended to provide a system to link teachers and parents with various public and private information sources in order to improve instructional practice and eliminate unnecessary and costly referrals to special education services. It will collect information from private education agencies, professional organizations, and training institutions and offer services directly to individuals or to school districts on a subscription basis. This document is comprised of two booklets pertaining to the SRC. The main booklet outlines the underlying philosophy of the center, provides a systems model for its operations, and describes how a typical information request might be handled. An accompanying "Student Information Survey Booklet" contains an instrument adapted from the "Minnesota Review of Observations for Learning Disabilities." Teachers can use it to record observations about an individual student's behavior in reading, listening comprehension, oral expression, written expression, and mathematics. The completed booklet is returned to the School Resource Center for analysis and preparation of a "Student Information Survey Profile" (an example is provided). The profile identifies the student's relative strengths and limitations and provides suggestions on how to modify instructional approaches to best meet the student's needs. It includes a general narrative review of problem areas and supplies detailed teaching techniques tailored to the individual student. (VW)

ED 295 374 EC 202 812

Scheerschmidt, Andrea E.
The Suspicion of a Learning Disability: A Guide for the Parent-Teacher Conference.
PUB DATE- 86
NOTE- 11p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) -

Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Agricultural Education; *Awards; High Schools; *Motivation Techniques; *Student Motivation; *Supervised Farm Practice; *Vocational Education
IDENTIFIERS- *Contests

Recognizing a student project of the month is one possible solution to the problem of motivating vocational agriculture students who are enrolled in supervised occupational experience programs. In small departments, a single winner could be selected; in departments with a large number of students, it is possible to select a winner in each class. Criteria for selecting a winner could vary according to the needs and priorities of the department. For example, the award could be given to the student with the highest grade for his or her recordbook or to the student selected by an advisory committee. Because high school-age students generally enjoy competition with their peers, the reward program should be a meaningful one, involving publicity and a material reward (such as a ribbon or medal). All facets of the project of the month competition could be sponsored. Potential sponsors include the local Future Farmers of America alumni affiliate, a local civic organization, or a local agricultural business. Besides minimizing the cost of the award program, such sponsorship also enhances the prestige of winning the award. (MN)

ED 294 996 CE 050 099

Kaser, Joyce S.
Count Me In! Guidelines for Enhancing Participation in Mixed Gender Work Groups.
Network, Inc., Washington, DC. Mid-Atlantic Center for Sex Equity.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 85
NOTE- 16p.; Illustrations and faint-print headings may not reproduce well.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Adult Education; Check Lists; *Communication Audits; Communication Problems; *Communication Skills; Group Discussion; *Group Dynamics; Intergroup Relations; *Interpersonal Communication; *Sex Differences; *Sex Fairness

This guide is intended to help principals, department chairs,

Aging.
REPORT NO.- Senate-Prt-100-92
PUB DATE- Apr 88
NOTE- 43p.; Serial No. 100-F.
AVAILABLE FROM- Superintendent of Documents, Congressional Sales Office, U.S. Government Printing Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Community Programs; *Federal Legislation; *Federal Programs; Grandparents; *Older Adults; Program Implementation; *Public Service; Retirement; *Volunteers; Youth Programs
IDENTIFIERS- Congress 100th; *Domestic Volunteer Service Act

The Domestic Volunteer Service Act of 1973 authorizes ACTION, an independent agency, to administer six volunteer programs including the three components under Title II, the Older Americans Volunteer Program (OAVP). The programs under OAVP--the Foster Grandparent Program (FGP), the Retired Senior Volunteer Program (RSVP), and the Senior Companion Program (SCP)--provide opportunities for persons aged 60 and older to work part time in a variety of community service activities. In addition, Volunteers in Service to America (VISTA) work full time in community activities to reduce or eliminate poverty and poverty-related problems. At least 20 percent of VISTA volunteers must be aged 55 or older. The act was reauthorized through fiscal year 1989 during the 99th Congress by Public Law 99-551. (This document provides a summary of the provisions of the act and describes programs and services authorized by it.) (KC)

ED 295 011 CE 050 198

Economic Dislocation and Worker Adjustment Assistance Act, H.R. 1122. Hearing before the Subcommittees on Labor-Management Relations and Employment Opportunities of the Committee on Education and Labor. House of Representatives, One Hundredth Congress, First Session (March 17, 1987).
Congress of the U.S., Washington, D.C. House Committee on Education and Labor.
PUB DATE- 88
NOTE- 296p.; Serial No. 100-53.
AVAILABLE FROM- Superintendent of Documents, Congressional Sales Office, U.S. Government Printing Office, Washington, DC 20402.
LANGUAGE- English

401(k) Plans. Incidence, Provisions, and Benefits. Report to the Ranking Minority Member, Special Committee on Aging, U.S. Senate.

General Accounting Office, Washington, DC. Program Evaluation and Methodology Div.

REPORT NO.- GAO/PEMD-88-15BR

PUB DATE- Mar 88

NOTE- 82p.

AVAILABLE FROM- U.S. General Accounting Office, P.O. Box 6015, Gaithersburg, MD 20877 (first five copies--free; additional copies--$2.00 each; 100 or more--25% discount).

LANGUAGE- English

EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Employer Attitudes; *Employment Practices; *Personnel Policy; *Retirement Benefits

IDENTIFIERS- *401(k) Plans

The General Accounting Office studied employer-sponsored retirement savings plans provided for under section 401(k) of the Internal Revenue Code. Nearly 5,000 employers were surveyed in 1987 to determine (1) the incidence of 401(k) plans and their relationship to other types of retirement plans; (2) the variation in plan provisions and experiences across firms; (3) the extent to which plans benefit employees at various salary levels; and (4) anticipated effects of the Tax Reform Act of 1986 on 401(k) plans. The study found that only about 4 percent of all corporations in the sample (about 35,000 firms out of 793,000) sponsor 401(k) plans, that most provided other retirement plans as well, and that most made matching contributions to their plans, except in smaller firms. Nearly all firms with 5,000 or more employees sponsored 401(k) plans in 1986; about 6 percent of all full-time civilian workers were eligible to participate; and about 62 percent of those workers made contributions. The study also found that (1) 401(k) plans are used almost exclusively for retirement savings, despite hardship withdrawal provisions; (2) about 95 percent of the assets in these plans were invested conservatively; and (3) the plans benefit higher-paid workers more than lower-paid ones. Finally, the study predicted that some of the provisions of the Tax Reform Act of 1986 could reduce employee participation in 401(k) plans, especially among higher-paid workers. (KC)

ED 295 026 CE 050 232

Get Ready, Get Set, Get a Job! Pre-Employment Activities for Grades 7-12.
Ohio State Dept. of Education, Columbus. Div. of Educational Services.
PUB DATE- 84
NOTE- 88p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Behavioral Objectives; Career Choice; *Career Education; Educational Resources; Education Work Relationship; Employment Interviews; *Employment Potential; Job Application; Job Search Methods; *Job Skills; Learning Activities; Part Time Employment; Resumes (Personal); Secondary Education; *Self Evaluation (Individuals); Teaching Methods

This publication was developed as a response to many requests for a logically ordered set of pre-employment activities for grades 7-12. The activities were developed for average classroom size and hours using the career developmental areas as a theoretical base. The activities are organized in 13 units that cover the following topics: a closer look at me; choosing an occupation; men, women, and jobs; vocabulary for job seekers; seeking employment; direct information; the resume; the application form; preparing for the interview; looking for a part-time job; keeping your job; termination; and personal finances. Each activity follows a standardized format of title of unit, title of activity, objective, procedure, suggested evaluation activities, notes for local adaptation, career developmental areas addressed, resource for the activity, and the student activity sheet. Activities within the publication refer to a folder called "Profile Me" which is described in the first unit and in which results of surveys and activities can be inserted so that students can collect information about themselves for future assessment. (KC)

ED 295 040 CE 050 252

Connecticut's Common Core of Learning.
Connecticut State Board of Education, Hartford.
PUB DATE- Jan 87
NOTE- 30p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.

Industrial Education Resources.
Alaska State Dept. of Education, Juneau. Div. **of Adult and Vocational Education.**
PUB DATE- 87
NOTE- 404p.; For the industrial education curriculum to which this is a supplement, see ED 275 900.
LANGUAGE- English
EDRS Price - MF01/PC17 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; Communications; Competence; Competency Based Education; Course Content; Educational Resources; *Forestry; *Industrial Education; Learning Activities; *Mining; *Petroleum Industry; Secondary Education; State Curriculum Guides; *Technical Education; Technological Advancement; Technological Literacy; Trade and Industrial Education; Vocational Education
IDENTIFIERS- *Alaska; *Fishing

This guide was developed as a supplement to the Alaska Department of Education's industrial education curriculum. The special topics included in it focus on competencies from the curriculum for which materials were not readily available to Alaskan teachers and provide information that may not be sufficiently covered by existing curricula. Each unit begins with a teacher page that includes the competency and task(s) from the industrial education curriculum covered in the unit, an overviw of the unit, and a list of resources. The illustrated informational materials that follow the teacher pages have been designed for students' use. All of the units deal with fields that are constantly changing. They cover the following topics: mining and petroleum, communications, high technology, forestry and logging, technological impacts, and commercial fishing. They are designed to be integrated into the regular curriculum at the appropriate times. (KC)

ED 295 054 CE 050 319

Lawrence, Loren C.
To Establish Credit for Vocational Classes in English, Mathematics, Science and Social Studies at Sumner High School. Final Report.
Sumner School District 311, WA.
SPONS. AGENCY- Washington State Board for Vocational Education, Olympia.

occur early in the individual's lifetime, the impact on retirement savings can be great. The effect of excluding certain assets from the marital property pool creates differences in the expected rate of return between property subject, and not subject, to division. The rate of return to marital property is uncertain, not only because the asset has risk, but also because there is a chance that the other spouse will own the asset after marriage. Actual divorce involves economic costs which further reduce the couple's wealth through legal fees, loss of the value of the imperfect annuity that marriage represents, and loss of access to valuable property rights. Whether divorce interrupts the savings process or destroys assets, it is unlikely that most individuals will be able to save enough in later life to overcome the loss. The long-term effect may well be that in future years, a new category of elderly poor will be recognized, those who have experienced divorce. (Author/ABL)

ED 295 068 CG 020 808

Gatz, Margaret; And Others

Mentally or Physically Impaired Elders; Family Consequences.

SPONS. AGENCY- University of Southern California, Los Angeles. Ethel Percy Andrus Gerontology Center.

PUB DATE- Nov 87

NOTE- 14p.; Paper presented at the Annual Scientific Meeting of the Gerontological Society (40th, Washington DC, November 18-22, 1987).

GRANT- R01-MH-38244

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Adult Children; Aging (Individuals); *Caregivers; Comparative Analysis; Depression (Psychology); Disabilities; *Diseases; Family Problems; *Family Relationship; Mental Disorders; *Older Adults

Although caregiving has become a major gerontological focus, less attention has been paid to differences in family responses to the elder's impairment depending on whether the disability is physical or mental and to the effects on family members beyond the primary caregiver. Data for this study were taken from in-person interviews with a subsample from a longitudinal survey of three-generalizational families. Respondents (N=63) included 18 relatives of elders with a physical illness or chronic disability, 19 relatives of elders suffering from a mental dysfunction, and 25

NOTE- 47p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Cancer; *Diseases; Drug Addiction; *Heart Disorders; *Physical Health; *Smoking; *Tobacco; Trend Analysis

This document presents an update of a fact book first published by the Public Health Service in 1969. It deals with the medical, social, and economic aspects of cigarette smoking and identifies cigarette smoking as the chief preventable cause of death in the United States. The first section, Smoking, Tobacco & Health, examines trends in cigarette smoking for the years 1900 through 1985 and corresponding statistics on lung cancer deaths; discusses the popularity and addictiveness of cigarettes; and looks at who smokes and why, teenagers and smoking, and former smokers. A section on smoking and health compares life expectancies of male smokers and nonsmokers. Cigarette smoking and its relationship to cancer, heart disease, and chronic lung disease are examined. The constituents of cigarettes are identified and the introduction of low-tar and low-nicotine cigarettes is discussed. Also included are discussions of women and smoking; smoking and the workplace; pipes, cigars, and smokeless tobacco; and passive smoking. A section on cigarette manufacturing and marketing looks at cigarette marketing, cigarette advertising, and cigarette taxes. Other sections discuss the growing of tobacco and the cigarette trade worldwide. (NB)

ED 295 083 CG 020 823

Richards, James M., Jr.
Patterns and Correlates of Research Productivity in Population Scientists.
PUB DATE- Aug 87
NOTE- 8p.; Paper presented at the Annual Convention of the American Psychological Association (95th, New York, NY, August 28-September 1, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Age Differences; *Demography; Educational Background; Individual Characteristics; *Productivity; *Researchers; *Research Needs; Scholarly Journals; *Social Scientists; Writing for Publication

professionals who work continuously with depressed nursing home residents. This study was conducted to investigate the effects of intermittent reminiscent therapy on depression levels of nursing home residents who had previously participated in a reminiscing therapy group which met for 11 weeks 9 months ago. A paired t-test revealed a significant initial decrease in depression levels followed by a small, but insignificant, difference between therapy sessions. This would indicate that although an insignificant difference was found from the first through the second therapy session, the initial decrease in depression was maintained, suggesting that such therapy had a positive long-term effect on residents' depression. (Author)

ED 295 098　　　　　　　　CG 020 838

Reed, James R.
Formulating Client Communication.
PUB DATE- 31 Aug 87
NOTE- 16p.; Paper presented at Annual Convention of the American Psychological Association (95th, New York, NY, August 28-September 1, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cognitive Processes; *Cognitive Style; *Counseling Techniques; *Counselor Client Relationship; *Interpersonal Communication; *Listening Skills; *Psychotherapy

This report describes a set of strategies counselors can use to provide a "psychoanalytically governed hearing" of client communication. It discusses listening and organizing and describes strategies of analytic listening, including listening for the unusual and listening for theoretically relevant material. It is suggested that counselors complement the intellectual and impersonal top-down strategy of organizing the client's material formally using theoretical constructs by using a bottom-up strategy, building their understanding of clients from within the data and relying on a pattern method of explanation rather than a formal causal one. It is noted that counselors also communicate with clients and that counselor interventions should reflect the prior work of listening and organizing client communication. Several reasons for counselor interventions are given, including: (1) to support and encourage clients; (2) to appeal to the ability established social order combine to determine the fate of educational efforts. "Schools and Delinquency Prevention" (David P. Farrington) responds to Gottfredson's analysis with general agreement but presents reasoned reservations about Gottfredson's thesis that the school offers more promise for delinquency prevention than does the family, the peer group, and the juvenile justice system. "Examining the Potential of Delinquency Prevention through Alternative Education" (Denise C. Gottfredson) presents an inclusive analysis of the results produced by evaluations of alternative school programs. (NB)

ED 295 112 CG 020 852

St. Denis, Gerald C., Ed.
Social Factors in the Health of Families: A Public Health Social Work Responsibility. Proceedings of a Conference (Pittsburgh, Pennsylvania, March 23-26, 1986).
Pittsburgh Univ., Pa. Graduate School of Public Health.
SPONS. AGENCY- Health Resources and Services Administration (DHHS/PHS), Rockville, MD. Office for Maternal and Child Health Services.
PUB DATE- 86
NOTE- 161p.
GRANT- MCJ-000114-28
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Family (Sociological Unit); *Family Health; *Public Health; *Social Influences; Social Problems; *Social Work

This document contains a list of planning committee members, institute participants, an introduction by Gerald C. St. Denis a program agenda, and institute presentations from this conference. The following presentations are included: (1) "Social Factors in the Health of Families: A Public Health Social Work Responsibility" (Stanley F. Battle); (2) "Social Factors in Infancy and Childhood" (Roger White); (3) "Social Factors in Adolescent Health" (Sharon Milligan); (4) "Greetings" (Barbara K. Shore); (5) "Interdisciplinary Health Care in Rural Areas: The Role of Public Health Social Work" (Edward J. Saunders); (6) "Integrating Public Health Social Work at Program and Bureau Levels: Content, Process and Activities" (Margaret Weinberg); (7) "The Psychosocial Impact of HTLV-III Infection on the Hemophilia Population" (Pamela Nimorwicz); (8) "Children with Special Needs and Adoptive Families:

LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Beginning Reading; Case Studies; Informal Reading Inventories; Primary Education; Reading Ability; Reading Achievement; Reading Centers; Reading Consultants; *Reading Diagnosis; *Reading Failure; Reading Instruction; *Reading Strategies; Reading Teachers; *Reading Tests
IDENTIFIERS- Print Awareness; Pupil Appraisal Center TX; Reading Anxiety

Methods used to diagnose a seven-year old boy's reading problems illustrate the fact that reading assessments based upon a reader's strengths and a reader's understanding and control of the process will provide information which is more useful to teachers and parents than that provided by the numerical results of standardized tests. After Andrew, the first grader being assessed at the Pupil Appraisal Center (University of North Texas), refused to complete the "Woodcock Reading Mastery Tests," the assessment shifted away from questions about what children his age should know to questions about what Andrew does know: what knowledge of the conventions of written language Andrew has; how he views himself as a reader; what he would like to improve about himself as a reader; what he believes reading is; what strategies he thinks are available to him as a reader; and which types of reading situations, if any, he approaches with confidence. These questions provided a basis for understanding Andrew's approach to reading and an opportunity for the clinician to approach Andrew in a positive way. Using such tools as a patterned language storybook, "The Reading Interview," and the "Concepts about Print Test," the clinician made several recommendations to Andrew's parents and teacher for the adoption of specific practices which should help Andrew become a more self-assured and adept reader. (Twelve references are attached.) (MHC)

ED 295 127 CS 009 161

Jacobson, Annette, Ed.
Essential Learning Skills across the Curriculum.
Oregon State Dept. of Education, Salem.
PUB DATE- 87
NOTE- 58p.
LANGUAGE- English

Stories; Translation
IDENTIFIERS- Denmark; *Folktales; Greenland; *Reader Response
Criticism; Turkey; United States

This report, the third of seven, part of an interdisciplinary project on the context of reading and reading research that explores similarities and dissimilarities in the response to literature in readers from different cultures, describes the empirical selection procedure used in order to identify the three tales which were to be used in future work on the "Folktale" project. The paper presents a study in which the subjects, 115 Danish high school students (aged 16 to 18) read either three Turkish, three Danish, or four Greenlandic tales and were then asked to write their answers to five identical questions concerning their attitudes towards the stories, their feelings about the stories' content, and their understanding of the stories' meaning. The paper explains that the answers were analyzed and used to establish which tale in each group elicited the most faceted response with the readers, which would therefore be most useful for future work on the project. The paper relates that these results led to the selection of the Turkish tale "The Golden Apple," the Danish tale "Per Smed's Whip," and the Greenlandic tale "The Barking Ones." One table of data is included, and 16 references, two appendixes, and an overview of the project are attached. (MS)

ED 295 141 CS 009 175

Dollerup, Cay; And Others
The Procedures for Establishing the 'Same,' Definitive Versions in Danish and in English of a Danish, a Greenlandic, and a Turkish Story in the Folktale Project. Folktale: A Cross-Cultural, Interdisciplinary Study of the Experience of Literature. Paper 4.
Copenhagen Univ. (Denmark). Dept. of English.
REPORT NO.- ISBN-87-89065-08-5
PUB DATE- 9 Sep 87
NOTE- 80p.; Prepared by the Research Unit for Experimental Studies in Reader Response. For related documents, see CS 009 172-174 and CS 009 176-178.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Translations (170)
DESCRIPTORS- *Cross Cultural Studies; *Folk Culture; Foreign Countries; Interdisciplinary Approach; Literature Appreciation;

authority in relation to meaning. Similarly, professors' approaches to the fictions of literature must not promise fixed verities; rather, they must engage with students in the processes of making truth by an individual's own actions and sayings--they must help students become empowered. The constructive side to deconstruction is represented by the philosopher Richard Rorty, who sees truth as created by the constant process of stretching beyond the limits of normal discourse. Language in this view is the instrument and mark of creative ordering, and people are agents struggling to maintain their freedom. In sum, recent movements in critical theory are rich with pedagogical implications. Common to them all is a questioning of traditional bases of authority. Theory can help bring into fuller and more careful articulation the realities of teaching in a two-year college. (ARH)

ED 295 155 CS 211 245

Cornell, Cynthia; Newton, Robert
Collaborative Revision on a Computer.
PUB DATE- Mar 88
NOTE- 27p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (39th, St. Louis, MO, March 17-19, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Computer Uses in Education; Higher Education; *Literature; *Revision (Written Composition); *Word Processing; *Writing Across the Curriculum; *Writing Improvement; Writing Processes; Writing Research; Writing Skills
IDENTIFIERS- *Collaborative Writing; Writing Attitudes

A study investigated the effects of using a computer image projected on a large screen to teach revision to college students. Subjects, 19 students at DePauw University, enrolled in a writing intensive literature course in a Writing across the Curriculum program, were divided into test and control groups. It was hypothesized that the modeling of collaborative revision on the computer in the classroom would lead to (1) the submission of better student papers; (2) greater changes in the student's writing process, especially a deeper definition of revision; and (3) more positive attitudes toward peer collaboration, than would teaching revision through discussion of a fixed text. Conclusions were

ED 295 169 CS 211 262

Nolan, Frank
Caution: Process Writing in Progress.

PUB DATE- May 88
NOTE- 20p.; Paper presented at the Annual Meeting of the International Reading Association (33rd, Toronto, Canada, May 1-6, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Basic Skills; Foreign Countries; Grade 6; Intermediate Grades; Teaching Methods; *Theory Practice Relationship; *Writing Instruction; *Writing Processes; Writing Research; *Writing Skills
IDENTIFIERS- Collaborative Writing; Writing Attitudes

There is need for clarification of what is being called "process writing," for, in many cases, children are inappropriately being trained to follow a professional writing model. A serious problem with the use of the writing process approach is that very little is actually known about the writing process. Writing is supremely complex and intensely personal, and is essentially a hidden process, studied only through observation of the writer in action, analysis of the verbalizations of the writer as he or she writes, analysis of the comments of the writer about the writing, and analysis of the written product. Professional opinions differ on whether process writing is a boon or a blight for education, and recently critics have begun to question the value of process writing. On the credit side, the process writing movement has redressed the imbalance in the focus on writing in schools as distinct from the previous focus on reading. However, research with sixth grade writers revealed that children need to be taught to write. The great flaw in process writing is that it places far too much emphasis on children writing and talking and not enough emphasis on teachers teaching children to write. The skills required to write well are many and varied and cannot be mastered by accident. (A table outlining skill areas where child writers require instruction is included and 22 references are attached.) (ARH)

Curriculum Frameworks Grades 6-8: 1986-1987.
Florida State Dept. of Education, Tallahassee. Div. of Public Schools.
PUB DATE- 86
NOTE- 38p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Communication Skills; *Course Objectives; Creative Writing; Debate; Elementary Education; English (Second Language); Expository Writing; Journalism; *Language Arts; Middle Schools; Public Schools; Reading Instruction; State Curriculum Guides; Writing Instruction
IDENTIFIERS- *Florida

This manual presents Florida curriculum frameworks for selected language arts courses for grades six through eight. Frameworks for up to three levels of each of the following courses are provided in the manual: language arts, journalism, English for non-native speakers, communications, reading, writing, speech and debate, creative writing, expository writing, and intensive English. Each framework contains a header and two sections: "Major Concepts/Content" and "Intended Outcomes." Included in the curriculum framework header are descriptive elements including the major subject area of which the course is a part, the course number, the full course title, and recommended certifications. The "Major Concepts/Content" section provides a summary of the course; the "Intended Outcomes" section contains broad statements reflecting essential elements which students should demonstrate after successfully completing the course. (ARH)

ED 295 184 CS 211 278

Curriculum Frameworks for Grades 9-12, Adult Basic Programs.
Florida State Dept. of Education, Tallahassee. Div. of Public Schools.
PUB DATE- 86
NOTE- 60p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Adult Basic Education; *Adult Programs; Basic Skills;

were used for the analysis. The descriptive model, developed from these sessions and reflecting the actions that take place when the writer begins to write, indicated that the lead-writing task for news stories is an independent act which must be completed before the main text of the story is produced. Text production was a recursive, hierarchical set of tasks, in some ways similar to other composition models, but unique in the use of memory, editing, and lead writing. The model illustrates that the actual writing process is a complex set of many activities, all directed to the task of writing. (Six illustrations are included, and 24 references are attached.) (MM)

ED 295 198 CS 211 294

Beam, Randal A.
Professionalism as an Organizational Concept.
PUB DATE- Jul 88
NOTE- 28p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (71st, Portland, OR, July 2-5, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Communication Research; *Journalism; Models; Organizational Climate; *Organizational Theories; Power Structure; Professional Occupations
IDENTIFIERS- Organizational Culture; Organizational Research; Professional Concerns; *Professionalism

Although professionalism has been an important concept to American journalists for over a century, no consensus exists regarding what concepts like profession, professionalism, and professionalization mean. Three basic traditions have dominated the sociological literature on professionalism: (1) the phenomenological approach, which advocates studying the way ordinary members of an occupation invoke the term in everyday usage; (2) the power approach, which addresses professionalization issues as a political process; and (3) open-system models of organization, which state that organizations are composed of loosely coupled parts, and that environmental factors play a prominent role in the functioning of an organization. Open-system models of organization and power models of professions can be joined to develop a new conceptual

DESCRIPTORS- *Colonial History (United States); Community Attitudes; *Journalism; *Newspapers; Religion; *Religious Factors
IDENTIFIERS- New England; Puritanism; *Teleology

The nature and function of news in the public life of seventeenth-century New England and the legacy this conception of news left for the development of American newspaper journalism in the eighteenth century are explored in this paper. The paper argues that the origin of American news--its subject matter, style, and method of reporting--is deeply rooted in the religious culture of seventeenth-century New England and that the doctrine of divine providence helped to shape the nature of news and news reporting in America. The publications of Samuel Danforth, Increase Mather, and his son, Cotton Mather, all leading seventeenth-century religious figures, are examined in the paper to illustrate the eclectic, reportorial method of inquiry. The paper claims that the characteristics of news and news reporting that emerged in seventeenth-century New England--event orientation, supported by reportorial empiricism and authoritative interpretation--left an ambiguous legacy, a legacy for "both" orthodoxy and heresy in modern American journalism. The paper concludes that Puritanism in America provided a rich environment for the growth of news and for the growth of a particular methodology for identifying, gathering, reporting, and publishing news stories, and that for the most part, the first newspapers, such as the "Boston News-Letter," continued the news reporting style that had been central to the teleological news system of seventeenth-century New England. (Eighty-three notes and two tables of data are included.) (MS)

ED 295 212 CS 211 311

Evensen, Bruce J.
Truman, Palestine and the Press--A Study in Agenda-Setting Dance Steps.
PUB DATE- Jul 88
NOTE- 38p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (71st, Portland, OR, July 2-5, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143) Historical Materials (060)
DESCRIPTORS- Administrative Policy; Decision Making; Foreign Policy; *Mass Media Effects; *Mass Media Role; Media Research; Models;

EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Research/Technical (143)
DESCRIPTORS- Cognitive Ability; Cognitive Processes; *Decision Making; *Heuristics; Higher Education; *Persuasive Discourse
IDENTIFIERS- *Cognitive Mediation; Message Design; Persuasive Strategies; Students as Subjects

To determine if message recipients rely on heuristics when evaluating message validity, the study examines whether the differential impact of information framed in terms of losses (costs of not choosing an option) versus gains (benefits of choosing an option) might be a function of heuristic processing. Subjects, 87 undergraduate psychology students, read over a "practice" interview transcript that was either relevant (High Involvement) or irrelevant (Low Involvement) to an interview they would be doing. The transcript (persuasive message) contained six arguments presented in either Loss or Gain Language that advocated the implementation of senior comprehensive exams. Subjects were also classified as either High or Low Need for Cognition (NFC) based on pretesting. Results indicated that subjects were most influenced by the Loss Language message, but only under High Involvement conditions or when subjects were High in NFC. The impact of framing therefore seems to be more a function of systematic rather than heuristic information processing. (One table of data is included, and nine references are appended.) (MS)

ED 295 226 CS 506 151

Williamson, L. Keith
The Origins of Rhetoric: Corax and Tisias Reconsidered.
PUB DATE- Nov 87
NOTE- 32p.; Paper presented at the Annual Meeting of the Speech Communication Association (73rd, Boston, MA, November 5-8, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Cultural Context; *Greek Literature; *Literacy; Public Speaking; Religion; *Rhetoric; Rhetorical Invention; Speech Communication
IDENTIFIERS- *Classical Rhetoric; Greek Culture; *Orality; Oral Literature; Oral Tradition

in a mass communication class at a midwestern university used a five-page questionnaire to measure regular television viewing habits and estimates of criminal victimization. Findings showed that the simultaneous measurement of time spent viewing and violent acts per hour led to an unanticipated cultivation pattern. In the follow-up study, 102 subjects from a midwestern state were randomly selected for telephone interviews using a random digit dialing technique--50 subjects were drawn from a city known for its high crime rate, while another 51 subjects were drawn from a city with a much lower crime rate. Respondents reported the amount of time spent watching television, favorite television programs, and level of fear for each of several crimes listed by the interviewer. Results suggested mixed support for the cultivation reformulations known as mainstreaming (a convergence of views among those exposed to heavy amounts of television in various social subgroups) and resonance (situations in which salient aspects of real-world reality and television reality converge). (Two tables and one figure are included, and 6 footnotes and 25 references are appended.) (MM)

ED 295 240   CS 506 182

Burkum, Larry G.; Niebauer, Walter E., Jr.
Why Subscribers Drop Cable Television: Characteristics of Three Groups.
PUB DATE- Jul 88
NOTE- 25p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (71st, Portland, OR, July 2-5, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Audience Analysis; *Cable Television; Marketing; Television Research; Television Viewing
IDENTIFIERS- Media Use

It would be to the advantage of cable operators to identify, in advance, those subscribers who have a high probability of voluntarily disconnecting their service, in order to develop strategies to anticipate and address the factors that might potentially lead to disconnection. A study developed a method for identifying likely disconnecters. Subjects, 456 former subscribers

Pokrywczynski, James V.; Crowley, John H.

Job Satisfaction among Women in Advertising.

PUB DATE- Jul 88

NOTE- 24p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (71st, Portland, OR, July 2-5, 1988).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- *Advertising; *Employed Women; Employer Employee Relationship; Equal Opportunities (Jobs); *Females; *Job Satisfaction; Quality of Working Life; Sex Bias; Work Environment

IDENTIFIERS- *Advertising Occupations

A study examined job satisfaction among women in advertising. Subjects were 48 female respondents from a mail survey of membership of a Midwest advertising club. Two types of job satisfaction measures were used: items from the Minnesota Satisfaction Questionnaire and the action tendency scales developed by E. Locke. The results showed a high level of satisfaction similar to or greater than women in the general work force and women in related communications fields. Variety of work, friendliness of co-workers, lack of ethical conflicts and feelings of accomplishment were strong reasons for being satisfied. Less satisfaction was shown with salary and relations with superiors, and younger women were more satisfied than older women. (Twenty-three notes, the job satisfaction questionnaire, and four tables of data are attached.) (ARH)

ED 295 254 CS 506 198

Wills, Dina

Fragmented Sisterhood: Formation of Public Opinions about the Women's Movement by Working-Class Women in the 1970s.

PUB DATE- Jul 88

NOTE- 41p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (71st, Portland, OR, July 2-5, 1988).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143) Information

ED 295 267 CS 506 219

Sneed, Don; And Others
The Falwell v. Flynt and Ollman v. Evans Cases: A Deleterious Effect on Broadcast Commentary?
PUB DATE- Jul 88
NOTE- 25p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (71st, Portland, OR, July 2-5, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Constitutional Law; *Court Litigation; *Editorials; Federal Courts; Journalism; Legal Problems; Mass Media Effects; *Press Opinion
IDENTIFIERS- Broadcast Journalism; Common Law; *Falwell v Flynt; First Amendment; Journalists; Libel; *Ollman v Evans; Supreme Court

This paper examines recent court decisions that indicate the extent of constitutional protection extended to opinionated statements made during broadcast commentaries. A brief overview of both the common law and constitutional privileges protecting the expression of opinion is also included in the paper. Specifically, the paper evaluates the effect a United States Supreme Court ruling in Falwell v. Flynt may have on broadcast commentary. The paper discusses the test to distinguish between fact and opinion as set forth in Ollman v. Evans. This test encourages that: (1) the meaning of the specific language of the challenged statement be analyzed to determine whether the statement has a precise meaning for a consensus or is ambiguous; (2) the statement be capable of proof or disproof; (3) the context in which the statement appears be examined; and (4) the broader context in which the statement appears also be examined. The paper concludes that broadcast commentators have been extended a considerable degree of constitutional protection for their opinionated statements although that protection is by no means absolute. Sixty-six notes are included. (Author/MS)

ED 295 280 EA 019 919

Kilgore, Peter
Profile of Families Who Home School in Maine.
PUB DATE- Jan 87
NOTE- 47p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Educational Environment; Elementary Secondary Education; *Home Schooling; Nontraditional Education; *Parent Attitudes; *Parent School Relationship; Parent Student Relationship; *Public Schools; *Religious Factors; *School Attendance Legislation
IDENTIFIERS- *Maine

In Maine and across the nation, increasing numbers of parents are choosing to educate their children at home, often illegally. The anarchistic home schooling movement springs from various motivations: religious views, pursuit of independent lifestyles, desire to spend more time with one's children, and others. Whatever their reasons, home schoolers share a deeply held belief that the existing public educational system cannot provide a healthy learning environment for their children; most want more control over their children's learning and development. Although critics and concerned public officials find two major faults with home schooling (supposed deficiencies in equivalent education and socialization), some research finds that home-schooled children are better educated and socialized than their public school counterparts. This preliminary study proposes to develop profiles of Maine home schooler parents and their children. The study is necessarily limited to parents and children who home school in compliance with state regulations. Additionally, no formal survey or profile of parents exists, because the state is withholding certain information. Despite these limitations, this paper attempts to describe the reasons why parents choose home schooling, instructional methods and materials used, evaluations used to measure student progress, parental attitudes toward home and public information, and the extent of cooperation between home schoolers and public schools. Also provided research design, and 86 footnotes. (MLH)

only decision on this issue that has ever been issued by the U.S. Supreme Court is considered. Chapters 5 and 6 review state court decisions on this issue, with chapter 5 looking at the litigation that upheld state aid systems and chapter 6 concentrating on those cases that overturned such systems. Chapter 7 considers the constitutional and statutory background related to the Illinois system of financing public schools and considers judicial actions originating in Illinois that have, in varying degrees, challenged some aspect of the Illinois system. This chapter also identifies fundamental questions, issues, and facts that tend to support or call into question the constitutionality of the present Illinois system. Case citations and references are included. (TE)

ED 295 294 EA 020 025

Hickrod, G. Alan; And Others
Documenting a Disaster: Equity and Adequacy in Illinois School Finance, 1973 through 1988. MacArthur/Spencer Special Series on Illinois School Finance. Series Number 4.
Illinois State Univ., Normal. Center for the Study of Educational Finance.
PUB DATE- Dec 87
NOTE- 50p.; Report supported by grants from the Illinois State University Graduate School, John D. and Catherine T. MacArthur Foundation, and Lyle Spencer Foundation.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Comparative Analysis; *Educational Equity (Finance); *Educational Finance; Elementary Secondary Education; Expenditure per Student; *Finance Reform; *Financial Needs; Financial Problems; Fiscal Capacity; Foundations of Education; Nondiscriminatory Education; Resource Allocation; School Support; *State Aid
IDENTIFIERS- *Illinois

This monograph evaluates the equity, adequacy, and efficiency of the Illinois system of school finance. After a brief introduction outlining the purpose and limitations of the study, it first develops two operational definitions of equity, based on disparity measurements and on the association between district spending and local wealth. The results of the equity monitoring are presented in seven tables with corresponding charts for the previous 16 years. The next section similarly begins with operational definitions of theoretical framework based on six andragogical assumptions: the need to know, the learner's self-concept, the role of the learner's experience, readiness to learn, a life-centered learning orientation, and internal motivation for learning. The paper briefly describes the traditional internship and proposes a new internship model designed to integrate the formal knowledge of administration preparation programs with field experiences through a developmental process encouraging learner involvement and reflection. This model is defined by three distinct levels of structured activity (reactive, interactive, and active), each increasing in degree of student participation. The model assumes that schools will become full partners in administrative preparation. Use of adult learning principles may enhance the theory-research-practice relationship as coursework relevancy and applicability are related to practice. Included are 15 references. (MLH)

ED 295 307 EA 020 062

Cline, Paul C.; Graham, P. Tony
A Report of State Legislative Acts on Education 1985-87.
PUB DATE- 87
NOTE- 24p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Research/Technical (143)
DESCRIPTORS- *Educational Legislation; *Educational Policy; Elementary Secondary Education; National Surveys; *Public Schools; *State Legislation; Statistical Analysis

Because state legislatures (prime agents in American representative democracy) greatly influence education, attention should be given to the types of statutes being passed in the various states. This project investigates education statutes passed by state legislatures in 1985 and 1986, with some consideration of 1984 and pending 1987 legislation. Research stressed enactments affecting students, teachers, and other school personnel; school district mandates; and programs mandated or supported by state assemblies. The study covered public schools, with little consideration given to budget, higher education, or administration. Governors of all states were asked to furnish a summary of recent and pending legislation. Replies were received from 34 states. The information was organized and analyzed to determine current educational trends.

Deakin Univ., Victoria (Australia).
REPORT NO.- ISBN-0-7300-0001-X
PUB DATE- 83
NOTE- 146p.
AVAILABLE FROM- Publication Sales, Deakin University Press, Deakin University, Geelong, Victoria 3217, Australia ($12.50 Australian; quantity and educational discounts).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Collected Works - General (020)
DESCRIPTORS- Cultural Context; *Educational Philosophy; Educational Policy; Educational Sociology; Elementary Secondary Education; Foreign Countries; Foundations of Education; *Ideology; *Marxian Analysis; Political Socialization; *Politics of Education; Social Change; Social Stratification; Values
IDENTIFIERS- *Frankfurt School

The introductory essay in this volume argues for the importance of the original critical theory developed by the Frankfurt school (The Institute for Social Research in Frankfurt, Germany) in developing a critical foundation for a neo-Marxist theory of radical pedagogy. Accordingly, it begins by defining the aims of the Frankfurt school and then goes on to discuss its history and background. This is followed by an indepth analysis of the Frankfurt school's analysis of the heritage of Enlightenment rationality and their critique of instrumental reason. The Frankfurt school's philosophical stance is then delineated in detail, including its notion of theory, its analysis of culture, and its analysis of depth psychology; on the basis of this discussion, the principal elements of a critical theory of education is outlined. The latter part of the volume consists of four essays by different authors: (1) "Traditional and Critical Theory," by M. Horkheimer; (2) "The Culture Industry: Enlightenment as Mass Deception," by M. Horkheimer and T. W. Adorno; "The Triumph of Positive Thinking: One-Dimensional Philosophy," by Herbert Marcuse; and "The Method and Function of an Analytic Social Psychology: Notes on Psychoanalysis and Historical Materialism," by Erich Fromm. An annotated bibliography is included. (TE)

ED 295 321 EA 020 083

Prunty, John J.
A Critical Reformulation of Educational Policy Analysis. ESA 842.

Pounder, Diana

Male/Female Salary Disparity for Professors of Educational Administration.

PUB DATE- Apr 88

NOTE- 41p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Compensation (Remuneration); *Educational Administration; Higher Education; *Salary Wage Differentials; *Sex Discrimination; *Women Faculty

The earnings gap between male and female workers across all occupational groups has been well documented; full-time women workers earn, on average, approximately 65 percent of men's salaries. Although male/female salary disparity is largest across occupational groups, salary disparity within occupational groups still prevails. For example, the salaries of women professors are estimated at about 88 percent of male professors' salaries. A recent study of the educational administration professoriate indicated that women faculty earn, on average, about $10,000 less than their male colleagues. Even when controlling for rank, women faculty still earn about $5,000 less than men faculty. Although these data suggest possible gender bias in compensation, descriptive statistics do not adequately verify wage and salary discrimination. This study explores the problem of a male/female salary differential for professors by discussing relevant factors that may explain this disparity and by applying a model for detecting compensation bias to a sample of educational administration professors' salaries. Aside from simple descriptive statistics and bivariate correlations, data were analyzed using two multiple regression techniques. Results indicate that a small but statistically significant proportion of the salary variance (beyond that of other compensable factors) is explained by gender. Varying market conditions, individual negotiating skills, and past experience may account for some salary disparities. Implications are briefly discussed. Included are several tables, 3 endnotes, and a bibliography of 31 references. (MLH)

ED 295 333 EA 020 105

DESCRIPTORS- *Delivery Systems; *Developmental Disabilities; Health Services; Objectives; Planning; Program Development; Psychological Services; *Public Policy; *Rehabilitation; *Social Services; State Agencies; *State Programs
IDENTIFIERS- *Texas

This plan was to establish goals and objectives for the development of a comprehensive service delivery system for Texans with developmental disabilities. Section 1 outlines: the mission and functions of the Council; the definition, incidence, and impact of developmental disability; the Developmental Disabilities Basic State Grant Program; and relevant actions by the Texas Legislature. The following two sections describe the organization, members, and staff of the Council and the Commission, which is the designated administering agency. Section 4 describes the mission of the Commission, issues and concerns which influence services for the developmentally disabled, the scope of services provided by the Commission and other state agencies, and priority service areas. Section 5 notes the long-range goals, 3-year objectives, and funding levels for the developmental disabilities program. Section 6 lists assurances made by the state of Texas in the area of program implementation. Appendices contain legislative materials, policy statements, a management agreement between the Council and the Commission, a list of Texas training and employment programs for disabled individuals, employee protection plan materials, and correspondence received concerning the state plan. (JDD)

ED 295 347 EC 202 583

Linking Programs and Resources for Rural Special Education. Proceedings of the Annual National Conference of the American Council on Rural Special Education (7th, Asheville, North Carolina, March 17-20, 1987).

American Council on Rural Special Education.; Western Carolina Univ., Cullowhee, N.C.

PUB DATE- Mar 87
NOTE- 775p.; For individual papers, see EC 202 584-594.
LANGUAGE- English
EDRS Price - MF05/PC31 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Access to Education; Cost Effectiveness; Delivery Systems; *Disabilities; Elementary Secondary Education; Federal Legislation; *Gifted; Intervention; *Linking Agents; Microcomputers; *Rural Education; *Special Education; Teacher

the project's efforts to develop and standardize the "Children's Language Institute Preschool Placement Test." Another component of the project was the development of a model program for replication in public settings; the model program was published as "A Classroom-Home Language Intervention Program for Preschool Children 'At Risk' for Language/Learning Disabilities." Appendices to the report contain newspaper articles about the project, the final social service report, and materials from a project-sponsored workshop. (JDD)

ED 295 361 EC 202 597

Quin, Paul E.; And Others
A Classroom-Home Language Intervention Program for Preschool Children "At Risk" for Language/Learning Disabilities.
Children's Language Inst., Ludlow, MA.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC. Handicapped Children's Early Education Program.
PUB DATE- 86
NOTE- 512p.
GRANT- G008401387
LANGUAGE- English
EDRS Price - MF02 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Child Development; Classroom Environment; *Communication Disorders; *Educational Therapy; High Risk Persons; Home Instruction; Home Visits; Integrated Activities; *Intervention; *Language Skills; *Learning Disabilities; Lesson Plans; Models; Parent Participation; *Preschool Children; Preschool Education; Program Development; Remedial Instruction; Social Support Groups; Student Behavior
IDENTIFIERS- Behavior Management

The Children's Language Institute Preschool Project developed a successful classroom-home language intervention program for mildly to mildly-to-moderately language-impaired preschool children. An overview of the project, its rationale, and its results in terms of positive change in families and children are described. This volume is designed to assist others in replicating the project in public settings, and contains the following chapters: "The Pragmatics Revolution: The Theoretical Basis for Moving Therapy from the

Non-Classroom Use (055)
DESCRIPTORS- Elementary Secondary Education; *Handicap Identification; *Learning Disabilities; *Parent Attitudes; *Parent Teacher Conferences; Private Schools; *Referral; *Student Evaluation

Because teachers are usually the first to observe that a student may have a learning problem, it is often their job to suggest to parents that an outside professional evaluation of their child be considered. This is particularly true for teachers in private and parochial schools, because the typical public school support staff is usually not available. This paper provides an approach to a parent-teacher conference that can enable educators to help parents acquire a realistic, yet optimistic, view of what can and should be done for their child. Five guidelines are presented: (1) keep the setting as relaxed as possible; (2) let the parents speak first; (3) keep the purpose of the meeting focused and do not overstep professional boundaries; (4) be prepared with data to back up suspicions; and (5) be aware of the parents' emotions and feelings in response to the information given. Emphasis is placed on the conference as part of a process. The parents may resist the notion that their son or daughter has a learning disability and the teacher is reminded that the task of convincing them may take some time. (VW)

ED 295 375 EC 202 813

Churchill Forum, Volume IX No. 1, December 1986, Volume IX No. 2, May 1987.
Churchill Center for Learning Disabilities, Inc., New York, NY.
PUB DATE- May 87
NOTE- 18p.
AVAILABLE FROM- Churchill Center for Learning Disabilities, Inc., 22 E. 95th St., New York, NY 10128.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Career Planning; Computer Uses in Education; *Dyslexia; Elementary Secondary Education; Emotional Adjustment; Inservice Teacher Education; Instructional Materials; *Learning Disabilities; Mathematics Instruction; Money Management; Personal Narratives; Science Instruction; Self Esteem; Word Processing

The two newsletter issues presented in this document contain teachers, and other educators who are chairing a mixed gender work group. The first section discusses research-identified differences between the way men and women communicate (both verbally and nonverbally) in groups. A 23-item gender communications assessment, which is designed to assess the extent to which the men and women in a particular group are communicating (both verbally and nonverbally) is provided in the next section. The next section contains 13 strategies for reducing verbal communication barriers, 3 for reducing nonverbal communication barriers, and 4 for reducing both verbal and nonverbal communication barriers. Six situations that group leaders may encounter in mixed gender work groups and sample responses to the situation are discussed next. Also provided is a bibliography of research on sex differences in communications, curriculum materials on sex differences in communication for students from the upper elementary grades through college, and group process and development literature focusing on making groups function more effectively. (MN)

ED 294 997 CE 050 120

Taggart, Robert
Measuring Academic and Functional Competencies. Tier Locator and Mastery Tests.
Remediation and Training Inst., Alexandria, VA.
PUB DATE- Aug 84
NOTE- 270p.
LANGUAGE- English
EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Achievement; Adult Education; *Basic Skills; *Competency Based Education; Criterion Referenced Tests; *Daily Living Skills; High Schools; *Mastery Learning; Mastery Tests; Postsecondary Education

This document contains tier locator and mastery tests, which form part of the Comprehensive Competencies Program (CCP) for adult and high school populations. The document begins with a detailed report on the nature and purposes of the tests. The report begins by discussing the structure of the tests, which parallels the structure of the CCP, and includes two components addressing academic and functional objectives, the objectives being divided into basic, intermediate, and advanced tiers. Other topics include

EDRS Price - MF01/PC12 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Adult Education; Adults; *Dislocated Workers; *Employment Programs; Employment Services; *Federal Legislation; Hearings; *Job Layoff; Job Training; *Outplacement Services (Employment); *Unemployment
IDENTIFIERS- Congress 100th; Proposed Legislation

This congressional hearing focuses on the Economic Dislocation and Worker Adjustment Assistance Act, which includes features of the prior year's Labor-Management Notification and Consultation Act of 1985 as well as new provisions enacting economic dislocation and worker adjustment task force recommendations. Testimony includes statements and prepared statements, letters, and supplemental materials from individuals representing the United Automobile, Aerospace, and Agricultural Implement Workers of America, International Union, United Auto Workers (UAW), AFL-CIO; Allied Signal, Inc.; USX Corp.; Subcommittee on Employment of the United States, U.S. Conference of Mayors; National Center on Occupational Readjustment; Interstate Conference of Employment Security Agencies, Inc.; United Food & Commercial Workers International Union, AFL-CIO; UAW; National Association of Manufacturers; and Washington State Employment Security Department. The text of the bill is attached. (YLB)

ED 295 012 CE 050 199

Women in the Nontraditional Workforce. Hearing before the Subcommittee on Labor of the Committee on Labor and Human Resources. United States Senate, One Hundredth Congress, First Session on Examining the Problems Facing Women Who Seek Jobs in Fields Traditionally Dominated by Men, Particularly in Construction and High Technology Areas (November 17, 1987).

Congress of the U.S., Washington, D.C. Senate Committee on Labor and Human Resources.

REPORT NO.- Senate-Hrg-100-447
PUB DATE- 88
NOTE- 259p.
AVAILABLE FROM- Superintendent of Documents, Congressional Sales Office, U.S. Government Printing Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Adult Education; Adults; *Building Trades; Career

Employee Drug Testing. Information on Private Sector Programs. Report to the Honorable Charles Schumer, House of Representatives.
General Accounting Office, Washington, DC. General Government Div.
REPORT NO.- GAO/GGD-88-32
PUB DATE- Mar 88
NOTE- 27p.
AVAILABLE FROM- U.S. General Accounting Office, P.O. Box 6015, Gaithersburg, MD 20877 (first five copies--free; additional copies--$2.00 each; 100 or more--25% discount).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Drug Abuse; *Drug Use; Employees; *Employer Attitudes; Employer Employee Relationship; *Employment Practices; Job Applicants
IDENTIFIERS- *Drug Use Testing; Private Sector

At the request of Congress, the General Accounting Office studied drug testing in the private sector to determine its extent, which testing methods are most often used, who receives drug testing and why, the reasons for having a drug testing program, and what happens to those persons who test positive. Data were obtained from 10 surveys to which a large number of corporations from a broad cross-section of the nation's private sector had responded. Some of the findings of the analysis were as follows: (1) a number of companies, though not a majority, had drug testing programs--large firms were most likely to have such programs; (2) more firms test applicants than current employees; (3) most companies used independent laboratories for urinalysis tests; (4) reasons cited for drug testing were improving workplace safety, increasing productivity, curbing illegal drug traffic, and reducing employee medical costs; (5) employers who did not test cited concerns about ethical and moral implications, reliability, and legal implications; and (6) applicants who tested positive were likely to be rejected, whereas employees who tested positive were usually referred to drug rehabilitation programs. (KC)

ED 295 027 CE 050 236

ABE/GED in Community Colleges. A National Study.
Office of Vocational and Adult Education, Washington, DC. Div. of Adult Education.
PUB DATE- Jun 88
NOTE- 34p.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Career Education; *Competence; *Core Curriculum; *Educational Objectives; *Educational Philosophy; Educational Planning; Elementary Secondary Education; *Graduation Requirements; *State Standards
IDENTIFIERS- *Connecticut

This document lists and explains the Connecticut State Board of Education's standards of knowledge and skills for educated citizens and its policy on the skills, knowledge, and attitudes that are expected of Connecticut public secondary school graduates. The Common Core details what high school graduates ought to know and know how to do, described in clear and simple language. It represents a broad array of outcomes that should result from the entire K-12 school experience, including academic skills and knowledge, personal and social skills, attitudes, and attributes. The Common Core of Learning is organized under three major headings with subheadings that reflect significant groups of skills, knowledge, and attitudes. These headings are as follows: (1) attributes and attitudes (self-concept, motivation and persistence, responsibility and self-reliance, intellectual curiosity, interpersonal relations, sense of community, and moral and ethical values); (2) skills and competencies (reading, writing, speaking, listening and viewing, quantitative skills, reasoning and problem solving, and learning skills); and (3) understandings and applications (the arts, careers and vocations, cultures and languages, history and social sciences, literature, mathematics, physical development and health, and science and technology). An epilogue provides suggestions for use of the Common Core. (KC)

ED 295 041 CE 050 254

McGhee, Max B.; And Others
Follow-up Study of 1975-1985 Agricultural Education Graduates. A Report of Research.
Florida Univ., Gainesville. Inst. of Food and Agricultural Sciences.
PUB DATE- Apr 88
NOTE- 82p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Agricultural Education; *College Graduates; Graduate

PUB DATE- 29 Feb 88
NOTE- 24p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Standards; *Basic Skills; *Credits; Educational Policy; English; Evaluation Criteria; Fused Curriculum; *Graduation Requirements; Language Skills; Mathematics Skills; *Policy Formation; School Districts; Science Instruction; Social Studies; *Student Certification; *Vocational Education

A project was conducted at Sumner High School in Sumner, Washington, to establish districtwide policies and procedures for granting equivalent credit for English, mathematics, science, and social studies skills taught in vocational education courses. Using as a guide the Washington Commission on Vocational Education's 1986 booklet entitled "Options for Equivalent Credit in the High School Curriculum," project staff completed a review of all vocational classes currently offered at the high school to determine if they could meet the requirements proposed in the booklet. A list of classes that appeared to meet the equivalent credit requirements was compiled and sent to the school's existing curriculum committee. The committee then set up meetings with the recommending departments and the departments requested to grant equivalent credit. Each proposal was discussed in detail at the meetings. The final steps of the approval process were forwarding those proposals that had been recommended for approval to the high school principal and documenting the approvals and disapprovals with the rationale behind them. (Appendixes include an outline of the equivalent credit procedures developed, cross-credit proposals for vocational classes, a completed request for equivalent credit course approval, and individual academic responses to equivalent credit proposals.) (MN)

ED 295 055 CE 050 323

Archer, Candy
Marketing for Vocational Education. Final Report.
Lake Washington Vocational Technical Inst., Kirkland, WA.
SPONS. AGENCY- Washington State Board for Vocational Education, Olympia.
PUB DATE- Mar 88
NOTE- 118p.; Promotional materials contained in Appendix B may be marginally reproducible.

relatives who reported no illnesses and no caregiving. Interviewees were asked to describe their family situation and were evaluated for depression, degree of burden, and activities of daily living scale to indicate degree of impairment of relative. There were no significant differences between physically and mentally impaired groups on degree of impairment, burden, or depression. The activities of daily living items predicted burden in the physical impairment group. Moreover, in the physical group, families who provided greater frequency of care reported more burden, while in the mental group, families who provided less care reported more burden. (Author/ABL)

ED 295 069 CG 020 809

Sheehan, Eugene P.; And Others
Workers' Reactions to AIDS and Other Illnesses.
PUB DATE- Aug 87
NOTE- 13p.; Paper presented at the Annual Convention of the American Psychological Association (95th, New York, NY, August 28-September 1, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Acquired Immune Deficiency Syndrome; Cancer; College Students; *Employees; *Fear; Higher Education; *Interpersonal Communication; *Interpersonal Relationship; Locus of Control; *Responses
IDENTIFIERS- Hepatitis

Previous research on the public's response to Acquired Immune Deficiency Syndrome (AIDS) has been concerned with attitudes and knowledge in relation to the disease itself. This study investigated people's willingness to interact with individuals with AIDS in the workplace. Participants (N=358) were college students with an average age of 25. Subjects were asked to imagine themselves as part of small cohesive work team whose members interacted frequently under one of six conditions. Conditions varied by type of illness of a team member (AIDS, cancer, and hepatitis) and whether or not that member had any control over acquiring the illness. Subjects also completed a survey of AIDS knowledge. Results demonstrated that type of illness affected willingness to interact with individuals; AIDS patients were reacted to least positively, followed by hepatitis, and cancer

Although a concern with population issues has gone out of fashion, the problems underlying that concern have not disappeared. Solving these problems would be facilitated by increased knowledge produced by scientists working directly on population issues. A study was conducted to explore patterns and correlates of research productivity of members (N=2,713) of the Population Association of America (PAA). Five measures of research productivity for the years 1981 to 1985 were examined: (1) number of presentations at PAA meetings; (2) number of times appeared as an author in the population journal "Demography"; (3) number of times served as editorial consultant for "Demography"; (4) number of publications listed in "Population Index"; and (5) number of times listed as principal investigator in the federal inventory of population research. The results revealed that the five criteria of research productivity were related to predictors, including demographic characteristics, educational and work background, and past productivity. Measures of research productivity were highly skewed. The best predictor of research productivity was previous productivity in the same area. Productivity was also associated with younger age, a research-oriented educational background, and perhaps a greater commitment to the population field. The results illustrate the usefulness of data from public records for research on the psychology of scientists. (Author/NB)

ED 295 084 CG 020 824

Richards, James M., Jr.
An Empirical Comparison of Old and New Holland Occupational Codes.
PUB DATE- Aug 87
NOTE- 7p.; Paper presented at the Annual Convention of the American Psychological Association (95th, New York, NY, August 28-September 1, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classification; *Demography; *Occupational Information; *Personality Traits; Productivity; Researchers; *Social Scientists; Validity
IDENTIFIERS- Hollands Hexagonal Model

Holland's (1973) theory classifies occupations in terms of similarity to six ideal types (Realistic, Investigative, Artistic, Social, Enterprising, and Conventional) by assigning each of clients to observe, think, organize, and reflect upon their experience; (3) to help clients elaborate and provide fuller details of emotional and cognitive context; and (4) to interpret the possible meanings and significance of client action. Ways in which the counselor substantiates the intervention by evaluating a client's response to the intervention are discussed and it is shown that the counselor once again becomes the analytic listener, listening to the client's response and formulating it by placing it in the developing patterns. (NB)

ED 295 099 CG 020 839

Cohen-Mansfield, Jiska; Rosenthal, Alvin S.
Characteristics of Absenteeism in Nursing Home Staff.
PUB DATE- Mar 88
NOTE- 21p.; Paper presented at the Annual Meeting of the American Society on Aging (34th, San Diego, CA, March 18-22, 1988). This research was funded by a grant from the Aaron and Lillie Straus Foundation, Inc., and the Samuel R. Dweck Family Foundation.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Age Differences; Burnout; Labor Problems; *Nurses; *Nursing Homes; Personnel Evaluation
IDENTIFIERS- *Absenteeism (Employee)

This study investigated factors associated with absenteeism among nursing staff (N=219) at a long-term care facility. Four absenteeism measures were calculated from personnel records for each month of the year: no pay (the sum of unscheduled, unpaid sick, and leave without pay), part day (the sum of arrived late and left early), paid sick, and total. Analysis was undertaken on the arcsine transformed values to equalize variances. Independent variables were obtained from administrative records and included unit on which the nurse worked, whether or not the nurse was a registered nurse, part- or full-time status, shift, sex, marital status, number of tax exemptions, birth year, and year of employment. Absenteeism was found to be higher on one new unit than on other units, lower among registered nurses than among other nurses, lower among more senior nursing staff, and higher for employees with a greater number of exemptions taken. Absenteeism was also lower in the winter than at other times of the year. Seniority was the most important explanatory variable, but the

A Challenge for Public Health Social Work" (E. Virginia Lapham); (9) "Assessment of Needs, Program Planning and Resource Allocation" (Becky Williams); (10) "Evaluation and Quality Assessment in Health Care Settings: Implications for Public Health Social Work" (Edward W. Saitz and Kenneth J. Jaros); and (11) "Psychosocial Factors Affecting Shared Decision Making with Families: A Model of Reciprocal Choice in Moral, Ethical, and Legal Health Care Dilemmas" (Lann E. Thompson and Phil Ludeman). (NB)

ED 295 113　　　　　　　　CG 020 853

St. Denis, Gerald C., Ed.
Implementing a Forward Plan: A Public Health Social Work Challenge. Proceedings of a Conference (Pittsburgh, Pennsylvania, April 26-29, 1987).
Pittsburgh Univ., Pa. Graduate School of Public Health.
SPONS. AGENCY- Health Resources and Services Administration (DHHS/PHS), Rockville, MD. Office for Maternal and Child Health Services.
PUB DATE- 87
NOTE- 144p.
GRANT- MCJ-000114-29
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Acquired Immune Deficiency Syndrome; *Children; *Family Health; Family Planning; *Health; Infants; *Mothers; Pregnancy; *Public Health; Sexuality; *Social Work

This document contains a list of planning committee members, institute participants, an introduction by Gerald C. St. Denis, a program agenda, and institute presentations. The following presentations are included: (1) "Greetings" (Barbara K. Shore); (2) "Public Health Social Work in Maternal and Child Health: A Forward Plan" (Alex Gitterman); (3) "Follow-up of High Risk Infants and Their Families--Are They Getting the Services They Need?" (Lynda C. Mulhauser); (4) "Homeless Families, Children and Youth: Address Unknown" (Rita A. Webb); (5) "The Emotional Traumatization of the Child Victim of Parental Abuse" (Doris J. Harris); (6) "Masochism and Battered Women: Reality or Myth" (Mary Beth Denniston); (7) "Creative Mystique" (John M. Keil); (8) "Sexuality, Childbearing and Family Planning Issues for Physically Challenged Women" (Lucy C. Spruill); (9) "Case Management for Children with Special Needs: A Social Work Frontier for the Late 80's and Beyond" (Ellenjean

EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Content Area Reading; Content Area Writing; Critical Reading; Elementary Secondary Education; Questioning Techniques; Reading Comprehension; *Reading Instruction; Reading Skills; *Reading Strategies; Skill Development; Study Guides; *Teaching Methods; Test Wiseness; *Writing Across the Curriculum; Writing Evaluation; *Writing Instruction; Writing Processes; Writing Skills
IDENTIFIERS- Oregon; Prereading Activities; Semantic Mapping; Writing Strategies; Writing to Learn

This guide presents research-based teaching strategies to assist teachers in implementing the Essential Learning Skills--symbol systems, literal meaning of information, implied meaning of information, evaluation of content and use of communication skills, expression of ideas, reasoning and study skills--in all curriculum areas. The first of three sections discusses reading across the curriculum, and presents before, during, and after reading strategies to increase reading comprehension and retention. The next section on instructional aids consists of: (1) before reading instructional aids, including questioning strategies, hypotheses development, vocabulary exercises, graphic outlines, and a list of alternative learning methods; (2) during reading instructional aids (study and reading guides); (3) after reading instructional aids, with summarizing strategies and question types; and (4) reading to learn, including critical reading activities, test-taking strategies, and tips for faster reading. The last section of the booklet discusses writing across the curriculum, and presents writing to learn activities and suggestions for teaching the writing process of prewriting, drafting, revision, editing, presentation, and evaluation. (MM)

ED 295 128 CS 009 162

Hakanson, Edward E., Ed.; Gunderson, Doris V., Ed.
Blueprint for Tutoring Adult Readers.
Drake Univ., Des Moines, Iowa. Coll. of Education.; Office of Vocational and Adult Education (ED), Washington, DC. Clearinghouse on Adult Education.
PUB DATE- Aug 86
NOTE- 78p.; For 1985 edition, see ED 260 197.
AVAILABLE FROM- The Clearinghouse on Adult Education, 400 Maryland Avenue, S.W., Mary E. Switzer Bldg., Mail Stop 7240, Room 4428,

Questionnaires; *Reader Response; *Reader Text Relationship; Reading Attitudes; Reading Research; Secondary Education; Short Stories; *Translation
IDENTIFIERS- Denmark; *Folktales; Greenland; *Reader Response Criticism; Turkey; United States

This paper, the fourth of seven, part of an interdisciplinary project on the context of reading and reading research that explores similarities and dissimilarities in the response to literature in readers from different cultures, describes the work on organizing texts from different cultures and nations (Denmark, Greenland, and Turkey) in the "same" versions in English and in Danish. The paper approaches the problem of translation by attempting to ensure that future readers in different cultures meet with texts which are--in textual, "physical" terms--as "identical in Danish and in English as humanly possible." The paper explains that the main objective of this part of the project is to ensure that as few differences as possible in the readers' responses can be ascribed to differences in the "stimuli," i.e. in the texts, the tales the readers read. The paper discusses the procedures employed in the translation and the social and cultural background of each story, and also records the changes wrought on the texts in the processes of linguistic transfer. Contained in the paper are the Danish versions of all three stories. One figure, one table, two diagrams, one sketch, and six notes are included, and 17 references and an overview of the project are appended. (MS)

ED 295 142 CS 009 176

Dollerup, Cay; And Others
The Construction and Experimental, Cross-National Testing of the First Version of the Questionnaire on the Readers' Backgrounds in the Folktale Project. Folktale: A Cross-Cultural, Interdisciplinary Study of the Experience of Literature. Paper 5.
Copenhagen Univ. (Denmark). Dept. of English.
REPORT NO.- ISBN-87-89065-09-3
PUB DATE- 17 Nov 87
NOTE- 48p.; Prepared by the Research Unit for Experimental Studies in Reader Responsee. For related documents, see CS 009 172-175 and CS 009 177-178.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)

reached on the basis of instructors' and blind readers' grades on 114 papers (drafts and revisions), questionnaires on writing attitudes and processes, student self-reports, and classroom observation. Findings revealed that the mean scores of papers for all students increased, but there was no statistically significant difference in mean scores from the test and control groups. Although it was impossible to determine the effect of the computer revision sessions upon attitudes toward peer collaboration, the survey and observations suggested that the use of the computer in the classroom helped students improve their writing, raised their consciousness about the composing process, and helped them develop a more radical definition of revision, than the use of a fixed text. (ARH)

ED 295 156 CS 211 246

Bay, Lois Marie Zinke

Astute Activities: Increasing Cognitive and Creative Development in the Language Arts Classroom.

PUB DATE- 85

NOTE- 138p.; Master's Thesis, Colorado State University. Paper based on this thesis was presented at the Regional Spring Conference of the Colorado Language Arts Society (Colorado Springs, CO, March 5-8, 1987). Some illustrations will not reproduce clearly.

LANGUAGE- English

EDRS Price - MF01/PC06 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Dissertations/Theses - Master Theses (042) Reports - Research/Technical (143)

DESCRIPTORS- Cognitive Ability; *Cognitive Development; Creative Thinking; Creativity; *English Instruction; *Grade 12; High Schools; Literature Appreciation; Rural Education; Rural Schools; Student Writing Models; *Teaching Methods; Theory Practice Relationship; Writing Evaluation; *Writing Exercises; Writing Improvement; *Writing Instruction

IDENTIFIERS- Huckleberry Finn; I Know Why the Caged Bird Sings (Angelou); Language Arts Test of Cognitive Functioning; Separate Peace; Teacher Researchers; Writing About Literature; Writing Development

Using Mark Twain's "Huckleberry Finn," John Knowles' "A Separate Peace," and Maya Angelou's "I Know Why the Caged Bird Sings," a study examined the effects of Astute Activities--teaching techniques which increase students' cognitive ability and

ED 295 170   CS 211 263

Ullrich, Walter; Shaker, Paul
Influencing Praxis through Scholarship: "Teaching Education."
PUB DATE- Apr 88
NOTE- 26p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Academic Aspiration; College Faculty; College Instruction; Educational Research; Faculty Development; Higher Education; *Instructional Improvement; *Scholarly Journals; *Scholarship; *Schools of Education; *Teacher Education
IDENTIFIERS- Scholarly Writing; *Teaching Education (Journal)

The new journal "Teaching Education" is designed to improve instruction in schools, colleges, and departments of education. In order both to furnish a context for first person examinations of teaching strategies and to help legitimate scholarly discussion about classroom work among education faculty, the journal includes narratives on significant historical figures in the field, descriptions, and explanations of what professors attempt to accomplish in their college classes, and ruminations on their impact on students. By placing themselves firmly within the tradition of praxis, the editors of "Teaching Education" attempt to steer a middle course between theoretical discourse divorced from classroom work and simplistic "how-to" teaching techniques uninformed by historical sensibility or principled thinking. Fifty-three subjects, contributors to the first two volumes of the journal and the board of editors, were surveyed to determine their opinions of the journal's overall value, aesthetic value, content worth, and institutional legitimacy. Results (based on a 55% response rate) indicated generally positive responses in all areas. (Seven footnotes are included, and 18 references and two surveys with answers are appended.) (Author/MS)

Business English; Communication Skills; *Course Objectives; Debate; Educational Objectives; English (Second Language); Journalism Education; *Language Arts; Literature; Logical Thinking; Public School Adult Education; Reading Instruction; Semantics; *Skill Development; State Curriculum Guides; Writing Instruction
IDENTIFIERS- *Florida

This manual provides Florida language arts curriculum frameworks for grades 9-12 and for adult basic education. Subject areas include: reading, semantics and logic, literature, journalism, mass media, speech, debate, writing, business English, and English as a second language. Each framework contains a header and four sections: (1) major concepts/content, which provides a concise summary of the course; (2) laboratory activities (those integral to the course); (3) special notes; and (4) intended outcomes. Included in the curriculum framework header are descriptive elements including the major subject area of which the course is a part, the course number and full course title, the amount of credit generated by the course, and applicable grade levels and recommended certification. Also, the header indicates whether courses meet requirements for graduation or the Florida Academic Scholars Certificate program. (ARH)

ED 295 185 CS 211 279

Lipschultz, Jeremy Harris
"Political Propaganda": An Analysis of the U.S. Supreme Court Decision in Meese v. Keene.
PUB DATE- Jul 88
NOTE- 34p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (71st, Portland, OR, July 2-5, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Audience Analysis; *Censorship; Court Litigation; Court Role; Discourse Analysis; *Freedom of Information; Freedom of Speech; Government Role; Legal Problems; Persuasive Discourse; *Political Issues; *Propaganda; *Social Control; Social Science Research
IDENTIFIERS- Critical Analysis; First Amendment; Judicial Review; Legal Research; Legal Rights; *Meese v Keene; Political Rhetoric;

framework for professionalism. Under this new framework, professionalism is conceptualized at the organizational level rather than the individual level, as has been the case with most previous studies of professionalism in journalism. Occupational groups, in this model, vary in their degree of professionalization by the degree of control they secure over their work. For less powerful occupations, such as journalism, the degree of organizational professionalism reflects the extent to which workers are perceived by the organization's dominant coalition as essential to that organization's effective functioning. This organizational-level conceptualization of professionalism is useful when studying the actions of organizations and organizational output, as opposed to the attitudes and values of individual journalists. (Sixty references are appended.) (MM)

ED 295 199 CS 211 295

Wood, Robert W.; And Others
A Comparison of Two Approaches for Testing Spelling in Elementary Grades.
PUB DATE- 88
NOTE- 10p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; *Evaluation Methods; Grade 4; Intermediate Grades; *Spelling; *Spelling Instruction; Test Format
IDENTIFIERS- Spelling Growth

Examining the effects of spelling tests on spelling achievement, a study compared two methods of spelling evaluation: (1) the dictated word-sentence-word method, requiring students to write only the spelling words; and (2) the dictated-sentence method, requiring students to write entire sentences containing the spelling words. Two fourth-grade classes (41 students) in a midwest community were taught 20 new spelling words per week from the same commercial series for an entire school year. Both groups also participated in identical spelling activities and study assignments throughout the year. The two groups varied only with respect to the methods of administering the weekly spelling test. Two pretest measures of spelling ability were used--the spelling scores from the Science Research Associates (SRA) achievement test, and a 40-word spelling test developed specifically for this study. The posttest consisted of 20 words randomly selected from the 720-word spelling list for

*News Media; *Policy Formation; Political Issues; Press Opinion; Public Opinion; United States History
IDENTIFIERS- *Agenda Setting; Journalism History; Media Government Relationship; Palestine; Political Rhetoric; *Truman (Harry S)

To investigate the role of the press in the agenda-setting process, a study examined the evolution of Harry Truman's policy on Palestine from November 29, 1947 through May 14, 1948--the 6-month period before Israel declared its nation-state status. Using a model which views the formation of public policy as a multidirectional process among the media, public, policy planners, and other elites, the study investigated forces which were influential in the debate on the efficacy of supporting the creation of a Jewish state in Palestine. In this model, the factors influencing the debate included the media, public opinion, the Truman administration, and other governments interested in the Palestine question. Material examined for the study consisted of primary sources at the Harry S. Truman Library in Independence, Missouri, as well as oral interviews given by many of the reporters who covered the Truman administration and an analysis of "Foreign Relations of the United States" documents. Analysis indicated that while there was evidence to suggest that the press provided an important framework within which the public and private discourse on Palestine advanced, it was not the only framework. Other people and events operated far outside the ability of any single institution to control, supporting the multidirectional agenda-setting model. (Three figures are included, and 88 footnotes are appended.) (MM)

ED 295 213 CS 211 313

Baker, Moira P.
"This Gift of Celestial Honey": A (W)rite of Passage into Renaissance Studies.
PUB DATE- 18 May 88
NOTE- 23p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Reports - Evaluative/Feasibility (142) Reports - Research/Technical (143)
DESCRIPTORS- *Critical Thinking; English Instruction; Higher Education; *Literary Criticism; Literature Appreciation; *Seventeenth Century Literature; Student Writing Models; Teaching

In examining the role of Corax and Tisias in the development of rhetoric should be considered: (1) the recently-discovered transition from orality to literacy in the ancient Greek world, suggesting that rhetoric became a formal discipline at their hands through the medium of writing and that rhetoric existed in some form in the earlier oral culture; and (2) the religious crisis that occurred when the Syracusan tyrant Hieron was unable to exercise the religious authority required to rule, lending support to the view that Corax was a religious figure and that rhetoric existed in the earlier religious world. The gradual displacement of the old world of primary orality by the emerging world of literacy necessitated that traditional rhetoric as practiced in the oral culture be conceptualized according to new thought processes made possible by the new literacy and be expressed in the written form that literacy required for dissemination to the public. This transition implies that rhetoric existed in some form in the old oral world long before it became a "techne" (art of rhetoric). That form was probably religious in nature, as indicated by the evidence of Corax's religious role, i.e. religio-political advisor to the tyrant Hieron and logographer/etymologist (along with Tisias) engaged in divining the meaning of words. This suggests that the roots of rhetoric will be discovered in the religious world of oracular divination and of political life. (Thirty-four references are appended.) (MS)

ED 295 227 CS 506 160

Project ADOLANG: Identification of Adolescent Language Problems and Implications for Education. Research Report 1.
Florida State Dept. of Education, Tallahassee. Bureau of Education for Exceptional Students.
PUB DATE- Apr 83
NOTE- 32p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Failure; Communication Disorders; Elementary Secondary Education; Exceptional Child Research; *High Risk Students; Language Research; *Learning Disabilities; Middle Schools; Mild Mental Retardation; *Oral Language
IDENTIFIERS- Florida

A study investigated the existence of language disorders among 290 "high risk" middle school students (grades five through nine) in from Dallas, Des Moines, Iowa, and South Bend, Indiana, were given a questionnaire and then divided into three groups according to their responses: (1) rejecters--those who decide not to adopt an innovation after an initial trial period; (2) replacers--those who replace one innovation with a better or superseding one; and (3) disenchanteds--those who discontinue an innovation due to dissatisfaction with some aspect of it. Results indicated that the unsettled nature of the respondents may make it difficult to develop strategies to curtail disconnections. Findings also showed that the less likely the decision to subscribe is made by the head of the household the more likely that disconnection will follow; this suggests that cable operators should try to convince the head of the household that cable is a worthwhile addition to the household directing promotions less toward children and others and more toward the household head. (Sixteen notes and six tables are included, and a questionnaire is appended.) (MS)

ED 295 241 CS 506 183

Im, Yung-Ho

Skill, Control, and the Newswork: Implications of the Labor Process Approach.

PUB DATE- Jul 88

NOTE- 26p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (71st, Portland, OR, July 2-5, 1988).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Information Analysis/State-of-the-Art Materials (070)

DESCRIPTORS- Human Relations; Job Skills; *Journalism; Labor; Labor Force Development; *Marxian Analysis; *News Media; Skill Analysis; *Social Structure; *Social Theories; Theory Practice Relationship; Work Environment

IDENTIFIERS- Critical Analysis; *Journalists; Labor Force Analysis; *Newswork; Sociology of Work; Subjectivity; Theoretical Analysis

A conceptual and theoretical framework is needed for the literature on newswork and to do this the relationship between skill and control which has been raised as an issue in the Marxist theory of industrial organization needs to be examined. A theoretical reinterpretation might help to understand how the notion of skill on the individual, technical, and subjective levels is related to the broader issues, such as the control of the labor process and

Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Communication Research; Employed Women; *Females; *Feminism; Information Sources; Interviews; *Mass Media Effects; *Public Opinion; Sex Role; *Social Attitudes; *Working Class
IDENTIFIERS- Media Coverage; Television Role; Womens Magazines

To examine working-class women's attitudes and perceptions about the Women's Movement, a study reviewed 14 collections of interviews with low-income women conducted in the 1970s. Interviews were collected from a variety of sources--academic studies, books written for the general reader, and a large-scale study commissioned by a publisher of working-class women's magazines. The women interviewed were lower-middle- or working-class with grade school or high school educations, who held jobs as clerical workers, saleswomen, waitresses, beauticians, factory workers, or unskilled laborers such as laundry workers. Results revealed that most working-class women received the majority of their initial information about the Women's Movement from the mass media, especially television. Two influential oral channels of information--conversations with family and friends, and direct contact with feminists--reinforced information gained from the media. Analysis showed that this information was generally disseminated through a male value system, which trivialized or ignored feminist issues. Most attitudes expressed toward different aspects of the Women's Movement were negative, including attitudes toward family relationships, equal pay for equal work, assertiveness in women, and traditionally feminine styles of dress and behavior. The issue of lesbianism--central in feminist circles--was rarely mentioned. Finally, analysis indicated that misunderstandings often arose because of differences in class values, as well as from distorted images received through the media. (Sixty-nine footnotes are appended.) (MM)

ED 295 255   CS 506 199

Gandy, Oscar H., Jr.; Matabane, Paula W.
Television and Its Influence among African-Americans and Hispanics.
PUB DATE- Jul 88
NOTE- 44p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (71st, Portland, OR, July 2-5, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)

ED 295 268 CS 506 220

Schweitzer, John C.
Personal, Organizational and Cultural Factors Affecting Scholarly Research among Mass Communications Faculty.
PUB DATE- Jul 88
NOTE- 17p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (71st, Portland, OR, July 2-5, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Attitude Measures; *Faculty College Relationship; *Faculty Publishing; *Faculty Workload; Higher Education; Motivation; Opinions; *Productivity; Publish or Perish Issue; *Researchers; Research Opportunities
IDENTIFIERS- Organizational Culture; Researcher Role

A study investigated why productive scholars do research and what factors they believe contribute most to their success as published researchers. Subjects, 39 mass communications researchers who had been identified by a previous study as being the top producers of mass communications research articles, completed a questionnaire employing a five-point Likert-type scale which measured the relative importance to their research of intrinsic and extrinsic factors, structural factors and organizational culture variables. The respondents also answered several open-ended questions. Findings indicated that nearly all of the researchers (97%) felt that personal motivation was the single most important factor in determining one's success as a productive researcher/scholar. The structural characteristics of the department were somewhat less important, for the researchers were very productive in spite of fairly heavy teaching, advising, and service loads. It was noted, however, that many of the faculty received light teaching loads and research assistant time, and many of those who did not suggested that they should. Organizational culture was found to be an important factor in becoming a successful researcher. For the most part, the researchers were found in productive departments or colleges and worked with equally productive colleagues. (Two tables of data are included, and 21 references are attached.) (ARH)

ED 295 281 EA 019 956

Chang, Vern; Albiani, Gil
Need Two-Thirds To Pass? (No Worries). The Planning and Execution of the Elk Grove Unified School District's Successful 1987 School Improvement Bond Election.
Elk Grove Unified School District, Calif.
PUB DATE- 10 Dec 87
NOTE- 30p.; Paper presented at the Annual Meeting of the California School Boards Association in conjunction with the Association of California School Administrators (San Francisco, CA, December 8-11, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Community Support; Educational Finance; Elementary Secondary Education; Local Issues; *School Budget Elections; *School Taxes; *State Aid; *Tax Rates
IDENTIFIERS- *Elk Grove Unified School District CA

After years of struggling with increasing student enrollments, the Elk Grove Unified School District (Sacramento County, California) conducted two $70 million bond elections to supplement State funding for new schools, improve existing schools, and provide transportation and student support facilities. The 1986 election failed with 64.8 percent voter approval, whereas the 1987 election passed with 74.8 percent voter approval. This report describes how Elk Grove learned from the first election and revised its campaign to pass the second bond election by a three-to-one margin. After describing the district's growth problem and its $285 million needs (including 21 new schools by 1995), the report explains the use of partnership funding to provide maximum state funding for new schools as a first priority, supplemental new school funding from the local bond issue where state funding was inadequate, and district funding for needs not covered by state monies. The Elk Grove tax plan levied a maximum tax rate of $3.82 per month for existing homes and $9.82 per month for new homes. (Attempting to finance all district needs solely with a local bond issue would have produced an excessive tax rate.) Before considering a bond issue, the district exhausted other approaches, such as increasing class size (to qualify for state aid); year-round scheduling; and using portables, busing, double sessions, and other options. Subsequent sections cover planning, organizing, and public relations aspects of a high-profile, successful campaign. Conclusions are also presented. The key to success is community involvement. (MLH)

educational adequacy, based on comparisons with other states, and follows with an explanation of tables showing Illinois operating expenditure per pupil 1973 through 1986. The final section discusses policy implications of the foregoing fiscal analysis. The conclusion drawn is that Illinois is not equitably funded for K-12 education, and that the situation relative to equity is growing progressively worse. Approximately 400 million new dollars are needed to remedy the situation, and this can only be achieved by raising the personal income tax rate. Notes and references are included, and the tables and charts cited in the text are appended. (TE)

ED 295 295 EA 020 026

Ward, James Gordon
The Concept of Adequacy in Illinois School Finance. MacArthur/Spencer Special Series on Illinois School Finance Series Number 5.
Illinois State Univ., Normal. Center for the Study of Educational Finance.
PUB DATE- Oct 87
NOTE- 26p.; Report supported by grants from Illinois State University Graduate School, John D. and Catherine T. MacArthur Foundation, and the Lyle Spencer Foundation.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Comparative Analysis; *Educational Equity (Finance); Elementary Secondary Education; Expenditure per Student; *Finance Reform; Financial Problems; Fiscal Capacity; *Foundations of Education; Nondiscriminatory Education; Resource Allocation; School Support; *State Aid
IDENTIFIERS- *Illinois

The purpose of this monograph is to explore the concept of educational adequacy, defined by Cubberley as "a generous system of free public schools," and to apply those measures in an analysis of educational adequacy in the state of Illinois. The difficulty in defining what constitutes a generous education is that there is no clear consensus in American society on what schools should achieve. Accordingly, this paper begins with a discussion of basic issues and standards in American public education and outlines three approaches to adequacy, based on school inputs (resources, standards), school outputs (test scores, graduation rates), and

Findings showed much specific legislation in the following areas: the amount of time spent in school, health and safety, the handicapped, the gifted and talented, the curriculum, vocational education, early childhood education, media and textbooks, religion, teachers, and students. Studying the laws passed in each area delineates society's interest in the educational system existing within each state. Included are 10 tables. (MLH)

ED 295 308 EA 020 063

Moore, Donald R.; And Others
Child Advocacy & the Schools. Past Impact and Potential for the 1980s. Study Summary.
Designs for Change, Chicago, Ill.
SPONS. AGENCY- Carnegie Corp. of New York, N.Y.
PUB DATE- 83
NOTE- 44p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Child Advocacy; *Childrens Rights; *Child Welfare; Educational Discrimination; *Educationally Disadvantaged; *Educational Needs; Elementary Secondary Education; *Equal Education; Handicap Discrimination; Nondiscriminatory Education; Politics of Education; Racial Discrimination; Services; Sex Discrimination; Social Action; Student Rights

The research project summarized here assesses the potential for child advocacy as a strategy for improving schools--especially for poor, minority, handicapped, and female children. Research activities included 50 weeks of observation and interviewing to assess the work of eight experienced child advocacy groups. The resulting qualitative data were used as a basis for making quantitative ratings of the extent of improvement brought about by specific advocacy projects. This summary highlights the study's most important conclusions and recommendations. Findings are reported in each of the following areas: (1) the nature of child advocacy, based on similarities and differences among advocacy groups; (2) the accuracy of advocates' claims about inequities experienced by various groups of children at risk; (3) the effectiveness of child advocacy at the state and local level, and the circumstances in which it is effective; and (4) the role of advocacy at the federal level, and the effects of federal-level advocacy on the quality of services to children. Drawing on these

Policy Development and Analysis.
Deakin Univ., Victoria (Australia).
REPORT NO.- ISBN-0-7300-0113-X
PUB DATE- 84
NOTE- 116p.; For related documents, see EA 020 085 and EA 020 087-088.
AVAILABLE FROM- Publication Sales, Deakin University Press, Deakin University, Geelong, Victoria 3217, Australia ($12.50 Australian; quantity and educational discounts).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Collected Works - General (020)
DESCRIPTORS- *Educational Philosophy; *Educational Policy; Educational Theories; Elementary Secondary Education; Foreign Countries; *Foundations of Education; Humanistic Education; Ideology; Marxian Analysis; Models; Policy Formation; *Political Science; Values
IDENTIFIERS- Australia (Victoria)

This volume is part of a series of monographs from Australia devoted to outlining an alternative approach, based on neo-Marxist concepts, to policy studies in education. The opening essay in this volume argues that real and significant educational reform will not come about through a revolution in decision-making and managerial technology, but rather through a greater consensus about basic values and a greater understanding of the relationship among schools, society, and the realization of human potential. The essay begins by raising a series of fundamental issues regarding the nature and scope of educational policy and discussing four paradigms of policy analysis. This is followed by a discussion of five specific theories of policy making commonly found in the literature on policy sciences, in order to show how these theories are rooted in the functionalist paradigm. In opposition to this dominant view, the rest of the essay defines and discusses radical humanism and critical theory as reformation and concludes with a prologue to a critical analysis of educational policy. Three readings by different authors follow: (1) "Problem Setting in Policy Research," by Martin Rein and Donald A. Schon; (2) "Why Educational Policies Often Fail: The Hyperrationalization Hypothesis," by Arthur E. Wise; and (3) "Schools for Democracy?" by A. H. Halsey. An annotated bibliography is included. (TE)

Lavdis, Donna
Public Relations and the School Business Function. Annotated Bibliography.
PUB DATE- 88
NOTE- 17p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; Elementary Secondary Education; *Periodicals; *Public Relations; *School Business Officials; *School Business Relationship

Increasingly, schools compete in an environment of limited resources. Sound public relations practices could serve as a vehicle to explain how the public's tax dollars are managed. This annotated bibliography focuses on public relations in schools with a special emphasis on the school business function. Over the last 5 years, seven journals were researched completely, and selected issues of five others examined. A total of 48 bibliographic citations and annotations are listed. (MLF)

ED 295 334 EA 020 107

Pullin, Diana; Zirkel, Perry A.
Testing the Handicapped: Legislation, Regulations and Litigation.
PUB DATE- 87
NOTE- 37p.; Paper presented at the Annual Meeting of the American Psychological Association (New York, NY, August 28-September 1, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Civil Rights Legislation; *Court Litigation; *Disabilities; Elementary Secondary Education; *Equal Opportunities (Jobs); Equal Protection; Higher Education; *Minimum Competency Testing; Psychometrics; *Racial Discrimination; Special Education; Standardized Tests
IDENTIFIERS- *Education of the Handicapped Act 1970; Larry P v Riles; *Rehabilitation Act 1973 (Section 504); Scholastic Aptitude Test

The widespread use of testing to make critical individual decisions concerning education or employment opportunities, coupled with growing vigilance by the handicapped community, may mean increased legal scrutiny regarding this type of testing. The measurement

Education; Teaching Methods
IDENTIFIERS- Noncategorical Special Education

This conference focused on the theme of linking programs and resources for rural special education. This conference proceeding contains an overview and conference agenda booklet, abstracts and some full texts of conference presentations, including the following sampling of papers: "A Data Based Model for the Rural Model Aide in Special Education," (Gary Glasenapp); "Compliance with Public Law 94-142 Mandates: Policy Implications," (Sandra Silver); "Classroom-Based Inservice Training: From Assessing Staff Needs to Evaluating Their Performance," (R. McWilliam et al.); "Training Regular Education Personnel to be Special Education Consultants to Other Regular Education Personnel in Rural Settings," (Dean McIntosh and Gail Raymond); "Dare to Dream: A Non-Categorical Service Delivery System," (David Barnes and Cheryle Barnes); "Teaching Job-Related Social Skills to Students with Mild Handicaps: Assessment Strategies," (Diane Baumgart and Jane Anderson); "Gifted Programs: Equal Access in Rural Areas," (Craig Howley and Aimee Howley); "Serving Rural Families of Developmentally Disabled in a Cost-Effective Manner," (Russell Hedge and Willard Johnson); "Intervention: The Art of Interfering," (Bernard Hannon and Julia Ingels); "Computer Applications for Rural Transition Programs," (Joseph DeMarsh); and "Meeting the Needs of the Rural Area Teacher of the Visually Handicapped," (Michael Bina). (JDD)

ED 295 348　　　　EC 202 584

Deal, Angela G.; And Others
Family-Focused Services of the Family, Infant and Preschool Program.
PUB DATE- Mar 87
NOTE- 28p.; In: Linking Programs and Resources for Rural Special Education. Proceedings of the Annual National Conference of the American Council on Rural Special Education; see EC 202 583.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Agency Cooperation; *Delivery Systems; Demonstration Programs; *Disabilities; *Family Programs; Infants; *Intervention; Models; Needs Assessment; Outreach Programs; *Parent Participation; Preschool Education; Professional Services; Program Design; Rural Education; *Social Support Groups; Systems Approach; Transitional

Clinic Cubicle to the Classroom," (Judith Bergman); "Selecting the Population," (Bergman); "Social and Emotional Development of the Preschool Child," (Barbara Zellan); "Interacting with Preschool Children in Groups: Guidelines for Understanding and Managing Behaviors," (Mary Ann Gianni); "Preparing the Preschool Classroom: The Use of Space, Furniture and the Arrangement of Learning Materials," (Gianni); "Choreographing Language Therapy in the Preschool Classroom," (Bergman); "Guidelines for Implementing the Parent Home Visit and Support Programs," (Zellan and Bergman); and "Results of the Project: Positive Change in Families and Children," (Quin, Bergman, Zellan). Approximately 200 sample lesson plans are provided to illustrate specific examples of the integration of language remediation targets into preschool activities. The lesson plans focus on structured language lessons, arts and crafts, circle time activities, cooking, music, science, story time, theme areas, and theme days and weeks. (JDD)

ED 295 362 EC 202 598

Quin, Paul E.; And Others
Children's Language Institute Preschool Placement Test (CLIPPT).
Children's Language Inst., Ludlow, MA.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC. Handicapped Children's Early Education Program.
PUB DATE- 86
NOTE- 104p.
GRANT- G008401387
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Communication Disorders; Diagnostic Tests; *Educational Diagnosis; *Handicap Identification; High Risk Persons; *Language Skills; *Learning Disabilities; Preschool Education; *Preschool Tests; Screening Tests; Student Evaluation; Student Placement
IDENTIFIERS- *Childrens Language Inst Preschool Placement Test

The Children's Language Institute Preschool Placement Test (CLIPPT) identifies children, aged 2.6 to 4 years, with mild to moderate language/learning deficits, to determine which children would benefit from a language intervention preschool program. The test is presented in three sections: (1) the Informational Manual which provides theoretical and statistical information on standardization, administration, scoring, and materials necessary to administer the test, and lists guidelines for successfully articles with the following titles and authors: "'My Kids Could Never Do That': Adapting Software for the Learning Disabled Student" by Susan Jo Russell; "Enriching Science and Math Instruction with Technology: The Voyage of the Mimi" (about an integrated set of video, computer, and print materials for students in grades 4 through 8) by Laura Martin; "Word Processing for the Learning Disabled: Caveats" by Jed Luchow; "Teaching a Course to Teachers on the Use of Computers in the Learning Disabled Classroom" by Barbara Dubitsky and Bernice Wilson; "Vocational Planning for the LD Child" by Ellen Millman; "There's Got To Be an Angle--There's Got To Be a Way" (an interview with dyslexic artist Tobi Kahn); "Extra Weight: A Hero's Reflections" (reminiscences of a successful learning disabled man) by Jim Rein; "Lemonade Stands and Fleamarkets" (ways to encourage financial independence in learning disabled children) by Robert Whitman; "How a Born Again Dyslexic Found Pluslexia" (the necessity of acceptance of the pervasive differences characteristic of the dyslexic individual) by Delos Smith. (DB)

ED 295 376 EC 202 814

Weiss, Amy L.; And Others
Syntactic Skill and Narrative Abilities of Hearing-Impaired Adolescents.
PUB DATE- Nov 87
NOTE- 16p.; Paper presented at the Annual Convention of the American Speech-Language-Hearing Association (New Orleans, LA, November 12-16, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Coherence; *Communication Skills; *Deafness; *Expressive Language; *Hearing Impairments; *Narration; Story Grammar; *Syntax; Verbal Ability

The study evaluated narrative production in seven severe to profoundly hearing impaired adolescents in an attempt to determine whether syntactic prowess would predict which subjects would be more adept at narrative production, in terms of the story grammar conventions used, and the cohesive devices used when narrating a story to a naive listener. The oral narratives of the subjects were analyzed according to three different narrative analysis systems: an analysis of cohesive markers, an analysis of story grammar the use of normed academic and functional tests as part of the CCP, test use, and documentation of the validity and reliability of the normed tests and justification of their use. The tests follow this report. They are useful for determining absolute and relative competency in the subsumed subject strands and, to a certain extent, the level of competency within each of these strands. The tests are sectioned by subject strands addressing related domains of competencies and are organized into four levels. Specifically, 12 tests are provided--6 for each of the two components of academic competencies and functional competencies. Tests within each component are further grouped into three tiers--basic, intermediate, and advanced. Two mastery tests are provided for each tier. The questions are multiple choice and may be scored by machine. (YLB)

Education; *Construction (Process); *Employed Women; Hearings; *Nontraditional Occupations; Sex Discrimination; *Sex Fairness; Technical Education; *Technological Advancement; Trade and Industrial Education; Vocational Education

IDENTIFIERS- Congress 100th

This congressional hearing examines the problems facing women who seek jobs in fields traditionally dominated by men, particularly in construction and high technology areas. Witnesses include women who tell about barriers they personally have faced as they seek careers in high-tech and construction, who lead organizations that are working hard to break down those barriers, and who represent the viewpoint of unions and employers regarding this problem. Representatives of the Reagan administration tell what they have done and what they plan to do in the future. Testimony includes statements and prepared statements from individuals representing Human Resources Development, Ohio Department of Transportation; Federal Highway Administrator, Department of Transportation; Office of Small and Disadvantaged Business Utilization, U.S. Department of Transportation (DOT); DOT Office of Civil Rights; Women's Bureau, U.S. Department of Labor; Office of Federal Contract Compliance Programs; Non-Traditional Employment for Women; Southeast Women's Employment Coalition; National Women's Law Center; Women and Employment, Inc.; International Brotherhood of Electrical Workers, AFL-CIO; Wider Opportunities for Women; American Electronics Association; Committee on Women's Employment and Related Social Issues, National Research Council, National Academy of Sciences; Women's Technical Institute; and The Housing Advocates, Inc. (YLB)

LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Adult Basic Education; Adult Programs; Adult Students; *Community Colleges; *Delivery Systems; *High School Equivalency Programs; Literacy Education; Outcomes of Education; *Program Attitudes; Program Effectiveness; *Program Implementation; Program Improvement; Two Year Colleges

A study was conducted to determine to what extent community college-based adult basic education/general educational development (ABE/GED) programs reflect program characteristics addressed in the professional literature; to identify a general state of the art for the college delivery of ABE/GED services; and to understand better the current and potential roles of community colleges in serving ABE/GED learners. Following a literature review that identified characteristics of ABE/GED programs, a survey instrument was drawn up and mailed to adult education directors in 15 states and to one "typical" and one "exemplary" community college program in each of the 15 states. Responses were received from 13 state directors, 12 exemplary programs, and 14 typical programs. Some of the conclusions drawn from the study were as follows: (1) community colleges serve a variety of adult learning needs; (2) state aid is usually provided to community colleges for ABE/GED instruction; (3) benefits from delivering ABE and GED through community colleges include broadened community support, availability of ancillary services, and long-term educational benefits for program completers; (4) certification to teach adults is required by less than half the programs, but staff training is available and most programs evaluate teacher effectiveness; and (5) community colleges have great potential to serve more and a greater variety of adults. Appendixes include an article on ABE in community colleges, survey item responses, and the survey form. (KC)

Surveys; Higher Education; *Outcomes of Education; *Participant Satisfaction; *Program Attitudes; Vocational Education; Vocational Followup

IDENTIFIERS- *University of Florida

A study was conducted (1) to determine the career patterns of graduates in agricultural education from the University of Florida during the period 1975-1985 and (2) to assess their perceptions of the effectiveness of selected aspects of the program in agricultural education in preparing them for careers. Questionnaires were developed and sent to 189 graduates; 129 usable questionnaires were returned. Based on an analysis of the returns, the following results and conclusions were reported: (1) graduates perceived their coursework as above average to good, especially their courses in agricultural education; (2) graduates believed that the amount of preprofessional and agricultural education coursework should be maintained at its present level; (3) graduates perceived the quality of advising and teaching by the faculty to be of very high quality; (4) graduates tended to be male, married, living in small communities, teaching in single teacher vocational agriculture departments, living relatively close to their home towns, and having completed or being in the process of completing education beyond the bachelor's degree; (5) more than 75 percent of the graduates intended to teach vocational agriculture after graduation, and 67 percent of the graduates are currently teachers in some field (60 percent in vocational agriculture); and (6) almost 75 percent of the graduates would major in agricultural education again. Thirty-one tables are included and the study instrument and related correspondence are appended. (KC)

LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Curriculum Development; Information Dissemination; *Inservice Teacher Education; *Institutional Advancement; *Marketing; Material Development; *Microcomputers; Secondary Education; *Statewide Planning; *Vocational Education
IDENTIFIERS- *Desktop Publishing; Washington

A project was conducted to develop a model vocational marketing plan, strategy, curriculum, and camera-ready products appropriate for use by school districts throughout Washington state. Puget Sound area secondary vocational education directors were interviewed to gather information on the current status of vocational education marketing. Next, camera-ready promotional materials and model curricula were developed for a marketing seminar and an inservice staff training program in desktop publishing was also developed. The materials were then used as a package to train vocational teachers, administrators, and advisory committees in developing marketing materials and implementing marketing strategies. Provisions were also made to provide local school districts with access to sample marketing worksheets, curriculum evaluation forms, and student survey results. Both the interviews of the vocational directors and the reactions to the pilot presentation of the marketing workshop confirmed the widespread need for training in a professional approach to marketing vocational education in the state of Washington. (Appendixes, which make up the bulk of the document, include separate reports on each of the project's five objectives, two project evaluations, and a list of resource persons.) (MN) patients. Perceived control over the disease did not affect reactions. (Author/ABL) occupation a three-letter code. Holland codes were recently developed for all occupations in the "Dictionary of Occupational Titles." The code for some occupations changed substantially, but the consequences of these changes are not known. This study compared old and new Holland codes for 1,410 population scientists. Twenty-two separate occupational codes were required under both schemes. The Investigative type was the highest scale under both schemes. Changing from the old to the new scheme reduced average scores on Artistic and Social scales and increased average scores on Enterprising and Realistic scales. The validity of the two schemes against four criteria of research productivity was about equal, suggesting that the two coding schemes are about equally effective. Researchers can choose whichever scheme best meets their specific needs. Counselors may prefer the new scheme because it provides codes for many more occupations. (Author/NB)

effect was approximately linear. A hypothesized burnout pattern predicting that absenteeism would be low initially, would increase after one year, and would be low among nursing staff remaining for 2 years or longer was not found. (Author)

Morris and Lann E. Thompson); (10) "Pregnant and Parenting Youth" (Pamela Stokes); (11) "Recruiting and Sustaining Adoptive Families for Special Needs Children Through Joint Planning" (Dale Brantley and Emogene Austin); (12) "How a Diagnostic Clinic Helps to Effect the Adoption of Some Children with Special Needs" (Cecilia J. Dwyer); (13) "AIDS: A Public Health and Organizational Crisis" (Lawrence C. Shulman); and (14) "Workshop Summary" (Rhonda R. Brode). (NB)

Washington, DC 20202-7240.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Basic Education; Adult Literacy; *Adult Reading Programs; Adult Students; Directed Reading Activity; Instructional Materials; Learning Activities; Literacy Education; *Reading Instruction; Reading Skills; Reading Strategies; Remedial Instruction; *Remedial Reading; *Tutorial Programs; *Tutoring; *Volunteers
IDENTIFIERS- 310 Project; SQ3R Study Formula

This guide was developed to assist volunteers in tutoring adult readers who read below the ninth-grade level. The following topics are discussed in the guide in either narrative or question-and-answer format: getting started as a tutor, who are the clients, getting acquainted, tutoring procedures, and teaching decoding skills. Procedures for teaching decoding skills include: teaching sight words, word attack, vowel sounds, syllables, context clues, word families, comprehension, and the language experience approach. (ARH)

DESCRIPTORS- *Cross Cultural Studies; *Folk Culture; Foreign Countries; Interdisciplinary Approach; Literature Appreciation; Questionnaires; *Reader Response; *Reader Text Relationship; *Reading Attitudes; Reading Research; Secondary Education; Short Stories; Translation
IDENTIFIERS- Denmark; *Folktales; Greenland; *Reader Response Criticism; Turkey; United States

This paper, the fifth of seven, part of an interdisciplinary project on the context of reading and reading research that explores similarities and dissimilarities in the response to literature in readers from different cultures, describes the methods used for the construction of a questionnaire for readers' social, educational, financial, and literary backgrounds. The paper discusses the 28 questions posed in the first international version of the questionnaire, which was made as comprehensive as possible. After explaining that the first version was then tested under field conditions, the paper relates that the subjects, 45 United States high school students in Teaneck, New Jersey and 57 Danish high school students in Copenhagen, were administered the questionnaire. The paper states that the results provided researchers with data to prepare the final version of the questionnaire to be used for the "Folktale Project." The questionnaire is appended. (MS) creativity--on student performance in two senior English classes in a small rural high school. Subjects, nine students from the 1984 senior class and five students from the 1985 senior class, participated in the activities as part of their English class assignments. Activities included mind mapping, brainstorming, creative writing exercises using characters from the novels, and discussions of various issues from the characters' perspectives. Cognitive ability was measured using the Language Arts Test of Cognitive Functioning (LATCF), and writing ability was evaluated with a writing pre- and posttest. Results indicated that Astute Activities stimulated most students' thinking, increased their awareness of issues, increased the creativity of their work, both written and spoken, and matured their writing. However, LATCF scores showed only slight improvement in overall cognitive functioning for both groups, and pretest and posttest scores also indicated only slight improvement in writing ability. Implications for improving rural education are addressed. (An appendix includes the LATCF as revised for seniors, pictures of student projects, sample student papers, and student evaluations. Thirty-three references are attached.) (MM)

*Propaganda Analysis; Supreme Court

The United States Supreme Court case, Meese v. Keene, in which the justices narrowly defined the meaning of the term "political propaganda," failed to address adequately the complexities of the issue. In this case it is necessary to bring together divergent views about communications in the analysis of the legal problem, including historical methods of information control, case law, the arguments in the case, social science findings, and press model research. The case centered on the right of the government to label certain films as "political propaganda." In Meese v. Keene the Court: (1) failed to deal with the questions about persuasion from the body of knowledge that exists; (2) considered some and rejected other "evidence" without regard for the role of theory in science; (3) took a very limited view of social science research as evidence; and (4) did not consider studies on the role of free expression in democracies. The majority in Meese v. Keene took the view that the term "political propaganda" is neutral, but except for the narrow legal fiction of statutory language, this cannot be satisfactory. The dissenters argued that the label burdens discourse without serving a strong governmental interest. Rather than promoting pluralism, the use suggests a singular view of "truth." (Ninety-five notes are included.) (MS) the year, and 20 words randomly selected from the fourth-grade section of the vocabulary list developed by the State Department of Education in Nebraska. Findings indicated that students achieved higher scores on the dictated word-sentence-word method than on the dictated-sentence method. (Five references are appended.) (MM)

Methods; Writing Improvement; *Writing Instruction; Writing
Research; Writing Skills
IDENTIFIERS- *Journal Writing; Text Learning; Writing Tasks; *Writing
to Learn

Written in narrative form, a study examined the impact of using writing as a learning tool in an upper-division college course in Seventeenth Century literature. The study investigated: (1) student writing samples of both informal and transactional writing forms; (2) the impact of writing-to-learn on course objectives; (3) the impact of informal writing (annotations, personal reflections) on students' ability to analyze material; and (4) the impact of other informal writing activities. Analysis revealed that the use of writing-to-learn shifted the emphasis from content to critical thinking. Informal writing helped students not only to "unpack" dense metaphoric language to reach clearer analytic insights--it also helped students to engage texts on a more personal level by allowing the literature to intersect with their own experiences. Informal writing also helped to develop students' ability to synthesize larger masses of material. This use of informal writing was significant because it nurtured critical thinking skills and allowed students to find their own voices in their writing, which gave more vitality to their transactional writing. (Five figures are included.) (MM) five selected Florida school districts. "High risk" students were defined as those students experiencing academic difficulties in whom language deficits would be suspected. Students from the following primary placement categories were represented: regular education/high risk, compensatory education, specific learning disabilities, emotionally handicapped, severely language impaired, educable mentally handicapped, regular education, and gifted. Speech-language clinicians screened the students using the "Clinical Evaluation of Language Functions (CELF) Advanced Level Screening Test." The 11 basic subtests of the CELF Diagnostic and the Processing Speech Sounds supplementary subtest were administered to 131 of the students who failed the screening (those students classified as Educable Mentally Handicapped were not further evaluated). Findings revealed that of the 290 students screened statewide, 194 or 67% failed the screening. Of the total sample screened, 266 or 92% were high risk students, as defined previously. Rates of failure for each primary placement category were also calculated. In viewing the percentage of failure on specific subtests, patterns emerge across and within placement categories. In addition, findings showed that only 20% of the students who failed the screening were enrolled in speech therapy. When severely language impaired students were excluded from the data, only 9% of the remaining high risk group who failed the screening were receiving speech-language therapy. (Thirty-one references are attached.) (ARH)

the reproduction of social relations. The labor process perspective provides a theoretical connection between the microscopic level of individual workers, such as subjectivity and skill, and the more macroscopic level of social relations. Using a synthesis of Harry Braverman's notion of the labor process and concept of skill and Michael Burowoy's notions of game and subjectivity is illuminating for several aspects of newswork, i.e.: (1) the social world which a newsworker encounters is not a transparently visible field of capital-labor antagonism, but an "imaginary" world where diverse ideological mechanisms, such as the ideology of "making out," or doing a "good job," matter; and (2) the labor process is reproduced through the operation of the job "skill." The philosophical and ethical debates concerning media practices can be informed by this conceptualization of newswork and how it is done. (Thirty-seven references are appended.) (MS)

Reports - Evaluative/Feasibility (142) Information
Analysis/State-of-the-Art Materials (070)

DESCRIPTORS- *Blacks; Cultural Context; Ethnic Stereotypes; *Hispanic Americans; *Mass Media Effects; Minority Group Influences; Popular Culture; Television; *Television Research; Television Viewing
IDENTIFIERS- Cultural Hegemony; Media Use; *Television Role

This literature review argues that the broader implications of social learning by a subordinate group through the cultural apparatus of the dominant group has not usually been made an explicit part of the theoretical perspectives utilized in studies of minorities' experiences concerning the impact of television. The review presents the principal components of a comprehensive approach to studying the impact of the mass media. The paper identifies conceptual points of entry and then discusses the representations of Blacks and Hispanics in the context of the changing media environments which produce them and examines the evidence of media effects in the context of socially generated individual and group differences. The paper concludes that the research literature on Hispanic and African-American orientations to mass media in general, and to television in particular, provides only a partial inventory of differences, and a bare minimum of understanding about those factors which produce them. Suggestions are presented for future research. (One hundred and forty-three references are appended.) (MS)

school outcomes (economic returns to education, good citizenship). Subsequent sections apply these general concepts of adequacy to an analysis of the Illinois State system of education. Included are functional measures of educational adequacy in Illinois as compared with other states and national averages, followed by a review and analysis of public school funding in Illinois during the past two decades. The last two sections address the relationship between adequacy and equity in Illinois school finance and public policy implications of the foregoing analysis of educational adequacy in Illinois. Notes are provided, along with three sets of statistical tables and charts showing (1) public school revenues in relation to personal income in Illinois and the United States in recent years; (2) per pupil receipts for Illinois public schools 1967-68 and 1986-87; and (3) Illinois public school average per-capita tuition charge by district type, 1976-77 to 1984-85. (TE) findings, conclusions are drawn regarding the strengths, weaknesses, and needs of child advocacy. The overall conclusion of the report is that school-focused advocacy experienced considerable success in improving educational services during the 1970s and that these successes are relevant to the changed circumstances of the 1980s. Recommendations are drawn from the study for advocacy groups and policy makers, and a final essay addresses educational policy implications of the report. (TE)

community is also aware of difficult, perhaps unresolvable psychometric problems associated with testing handicapped persons. The past decade has seen new federal and state statutes designed to ensure handicapped persons' free and equal access to education, employment, and public services and to afford legal sanctions against inappropriate discrimination. This paper reviews legal issues concerning the testing of handicapped students and employees in schools and colleges. Part I summarizes the major specialized sources of applicable statutory and administrative law, focusing on two federal laws: (1) Section 504 of the Rehabilitation Act of 1973, which provides a wide definition of handicap and includes numerous testing requirements in education and employment settings; and (2) the Education of the Handicapped Act (1970), which provides extensive testing requirements and procedural safeguards specific to elementary and secondary school students. Part II synthesizes relevant case law. The largest cluster of testing cases has focused on alleged racial discrimination in special education placements. Regarding minimum competency testing requirements for receiving a high school diploma, three relevant court decisions held that this practice is neither unconstitutional nor a violation of federal legislation. Relatively few suits have progressed through the courts, and the proportion of successful plaintiffs has been relatively low. The only safe prediction is that similar lawsuits will be forthcoming. Included are 83 endnotes and an author abstract. (MLH)

Programs
IDENTIFIERS- Early Intervention; Empowerment; Family Infant and Preschool Program NC; Project HAPPEN

The Family, Infant and Preschool Program (FIPP) is an outreach unit of Western Carolina Center located in Morganton, North Carolina. Using a needs-based, social support approach, it provides and mediates child- and family-level resources and services for approximately 300 families of handicapepd and at-risk children, 0-6 years old. The conceptual bases of the program's assessment and intervention procedures are family- and systems-oriented. Family-level needs and goals are identified and all intervention efforts are based on those needs. A social systems orientation is used to analyze the complex relationships among needs, resources, and support. Professional staff take on expanded roles as counselors/listeners, consultants, resources, enablers, mediators, catalysts/mobilizers, teachers/therapists, and advocates. Project HAPPEN (Helping Agencies Promote Parent Empowerment through Networking) is a model-demonstration project which operationalizes the FIPP approach. A major goal of this project is the empowerment of parents of special needs children to identify their needs and resources independently as they prepare for a transition phase of service delivery for their child. Project HAPPEN's major components include, among others, involvement in interagency networking, assessment of child and parent strengths and needs, assessment of the empowerment process, development of family action plans, and intervention. (JDD) testing the young child and for keeping young children on task; (2) the Procedural Manual which is to be used with the Test Record Form during administration; and (3) the Test Record Form which is used to document single item responses, along with worksheets for score analysis and interpretation. The CLIPPT evaluates language processing and production in the areas of pronouns, prepositions, color recognition, adjectives, personal data, semantics and expressive language, following directions, body parts vocabulary, morphology, story narration, pragmatics, numeration, irregular verbs, and two-step directions. Phase I provides a quick instrument to identify preschoolers with language impairment, regardless of degree. Phase II is administered to students who fail Phase I and is used to more clearly delineate those who are "at risk" for developing debilitating language/learning problems from those with more severe language impairments. (JDD)

development, and an analysis of the conceptual development of the story. Results were compared with syntactic analyses performed on the subjects' complete language samples (reflecting both conversational and narrative language production). Since the syntactic competencies of the students did not predict ability to produce sophisticated narratives, it was concluded that although syntax is an important component of narratives, it is probably not a sufficient component in and of itself to ensure adequate narrative production. Results also suggested the need to teach expressive syntax use and the use of cohesive devices across sentences and not exclusively within sentence frameworks. Five overhead displays used in the presentation are included. (DB)

ED 295 377 EC 202 815

Hunt, Pam; Goetz, Lori

Using the Interrupted Behavior Chain Strategy To Teach Initial Communication Skills to Students with Severe Disabilities.

San Francisco State Univ., CA. Dept. of Special Education.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Oct 87
NOTE- 62p.; Paper presented at the Annual Conference of the Association for Persons with Severe Handicaps (14th, Chicago, IL, October 29-30, 1987).
GRANT- G008400651
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Behavior Chaining; Behavior Patterns; Classroom Techniques; *Communication Skills; Elementary Secondary Education; *Severe Disabilities; Task Analysis; *Training Methods
IDENTIFIERS- *Interrupted Behavior Chaining

The handbook describes a method of teaching communication skills to students with severe disabilities (severely and profoundly retarded, trainable mentally retarded, autistic, deaf blind, and severely multihandicapped). In the interrupted behavior chain procedure, a routinized activity in a natural setting is interrupted and the child is taught to request an item needed to complete the activity. Successful performance is rewarded not only by the item requested but also by the opportunity to continue and complete the ongoing routine. After an introduction explaining the approach and the research supporting it, the next section focuses on classroom applications in discussions of: students for whom the strategy is appropriate, the targeted communication responses, selecting behavior chains and contexts for instruction, implementing behavior chain instruction, and monitoring progress. Appended are sample programs including objectives, task analyses, procedures, data sheets, and performance data. A list of 39 references is also included. (DB)

ED 295 391 EC 202 830

Branson, John P.
Developing an LD Program: A Guide for Colleges and Universities.
Chester County Intermediate Unit, Coatesville, PA.
PUB DATE- 86
NOTE- 50p.; For related document, see ED 293 226.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Access to Education; Adjustment (to Environment); Admission Criteria; *Ancillary School Services; College Admission; College Applicants; *College Programs; College Students; Educational Change; *Federal Legislation; *Learning Disabilities; Models; Postsecondary Education; *Program Development
IDENTIFIERS- United States (Mid Atlantic States)

As learning-disabled high-school graduates apply for and enter postsecondary schools in increasing numbers, college administrators and staff must make program changes and adjustments to accommodate these students. This literature review examines the state of the art of services being provided to learning-disabled students within junior colleges, colleges, and universities throughout the United States. The historical and legal basis upon which these services are predicated is discussed, and guidelines designed for use by schools of higher education are provided. Chapter titles are as follows: "Legal Imperative," "Program Development," "Current Program Models," "Developing an Admissions Policy," "Aiding the Prospective LD Student," and "Adjustment to the College Environment." Three appendixes include: (1) a graph of college freshmen enrollment statistics; (2) a guideline for postsecondary learning disabilities program; and (3) a list of Mid-Atlantic colleges with learning disabilities programs. (JDD)

ED 295 405 EC 202 844

Heinemann, Allen W.; And Others
Substance Use by Persons with Recent Spinal Cord Injuries.
SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.; National Inst. on Drug Abuse (DHEW/PHS), Rockville, Md.
PUB DATE- Sep 87
NOTE- 17p.; Based on paper presented at the Annual Convention of the American Psychological Association (95th, New York, NY, August 28-September 1, 1987). Also supported by the Spinal Cord Research Foundation and the Rehabilitation Institute of Chicago.
GRANT- G008635120; R01-AA07111-01
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adults; *Alcoholism; *Drug Abuse; *Incidence; *Injuries; *Neurological Impairments; Outcomes of Treatment; *Physical Disabilities; Rehabilitation; Young Adults
IDENTIFIERS- Case Histories

Substance use histories were obtained from 103 persons (16 to 63 years of age) with recent spinal cord injuries (SCI). Lifetime exposure to and current use of substances with abuse potential were substantially greater in this sample compared to a like-age national sample. Exposure to and recent use of substances with abuse potential was considerably greater for persons who reported being intoxicated at injury. These results suggest that a significant number of persons with recent SCI have extensive drug use histories and may be at risk for poor rehabilitation outcome. Timely assessment and intervention of substance abuse problems could help enhance psychosocial and vocational outcomes. (Author/DB)

ED 295 406 EC 202 845

Holzman, Judy Myers
Development of an Introductory Commercial Spanish Course: Collaboration of the Mead Packing Co. & Kennesaw College.
PUB DATE- Apr 86
NOTE- 8p.; In: Proceedings of the Fifth Annual Eastern Michigan University Conference on Languages for Business and the Professions (see FL 016 586).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Business Administration; *Business Communication; Cooperation; *Course Content; Course Objectives; *Course Organization; Higher Education; Introductory Courses; *Languages for Special Purposes; *School Business Relationship; Second Language Instruction; *Spanish; State Colleges
IDENTIFIERS- *Kennesaw College GA

A collaborative effort of the business community and Kennesaw College (Georgia) resulted in the development of and implementation of an introductory commercial Spanish course that has been successful in introducing students to business practices in a Spanish-speaking environment. Previously, a translation service had been developed by the colleges' foreign language department to serve a local international trade center, and it was from that effort that interest in a commercial Spanish course emerged. A survey of business and language majors identified a substantial target audience and helped to pinpoint special considerations in course development, such as the lack of business training of most language majors and the limited time in business majors' schedules. A review of available materials revealed appropriate materials but no single text, so the course developers wrote 10 units with supplemental cultural readings and practical exercises. During the second time the course was taught, guest speakers from the business community were invited to the class. The success of the effort has convinced the language faculty of the value of a school-business collaboration. (MSE)

ED 295 434 FL 016 608

Neu, Joyce

Making a Profit: Negotiations Training for Non-Native English Speakers.

PUB DATE- Apr 86

NOTE- 31p.; In: Proceedings of the Fifth Annual Eastern Michigan University Conference on Languages for Business and the Professions (see FL 016 586).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Arbitration; Classroom Techniques; *Communication Problems; Cultural Awareness; *Cultural Context; Culture Conflict; Discourse Analysis; *English (Second Language); Graduate Students; Instructional Materials; Interaction Process Analysis; *Languages for Special Purposes; Negotiation Impasses; *Persuasive Discourse; Second Language Instruction

In cross-cultural negotiation, the participants must have prior training in what is culturally and linguistically appropriate in order to avoid serious misunderstandings and impasses. While negotiation is a common form of business interaction, there are cultural and linguistic patterns that are not always shared. Analysis of American English negotiation found that it consisted of nine possible stages, four mandatory, and five underlying linguistic behaviors. The behaviors have a different impact depending on in which stage they occur. Materials designed for cross-cultural negotiation training must take the student through the stages and implicitly teach aspects of negotiation that lead to success, while not explicitly teaching negotiation structure or content. Discussion can include stereotypes, negotiation styles (aggressive vs. cooperative), and strategies and interactional techniques. Role-playing and simulation games are useful classroom tools for focusing on these factors, and worksheets for individual or cooperative use can be developed to accompany them. Videotaping and debriefing can also be illuminating. Negotiations can be optimally successful only when all participants are well-informed

ED 295 449 FL 016 623

Raffield, Barney T., III
The Effective Supervision of Internship Experiences within Multinational Business and Foreign Language Programs.
PUB DATE- Apr 86
NOTE- 11p.; In: Proceedings of the Fifth Annual Eastern Michigan University Conference on Languages for Business and the Professions (see FL 016 586).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Business Administration Education; Business Communication; College Second Language Programs; Evaluation Methods; Faculty Advisers; Higher Education; *International Trade; *Internship Programs; *Languages for Special Purposes; *Practicum Supervision; Second Language Instruction; *Supervisory Methods; Teacher Effectiveness; Teacher Student Relationship

Most students in multinational business and foreign language internships are applying their knowledge and language skills for the first time, and look to their faculty internship supervisor for encouragement, support, help, and correction of errors. They also regard the supervisor as the critical link between theory and practice. The faculty supervisor must help students establish realistic expectations and goals. His visits to the internship site and followup intern conferences are critical to effective supervision. In preparation, the faculty supervisor must learn as much as possible about the nature and responsibilities of the internship and schedule a series of site visits. The student should emerge from each visit with guidelines and suggestions for improvement from the faculty and site supervisors, as necessary. The faculty supervisor should observe and evaluate the intern's progress in a variety of internship-related areas and keep detailed notes about the student's strengths and weaknesses. Followup conferences between the faculty supervisor and intern, focusing on specific needs revealed in the site visit, help the intern to analyze what has already occurred in the internship, provide immediate support, and give direction for future efforts. (MSE)

ED 295 464 FL 017 405

Ovando, Carlos J.
English Only Movement: Confrontation with Language Diversity.
PUB DATE- 30 Apr 88
NOTE- 29p.; Paper presented at the Annual Meeting of the National Association for Bilingual Education (17th, Houston, TX, April 27-May 1, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Bilingual Education; Bilingualism; *Cultural Pluralism; Educational Policy; *English; English (Second Language); *Limited English Speaking; Minority Groups; Multilingualism; North Americans; *Official Languages; Political Influences; *Public Policy
IDENTIFIERS- *English Only Movement; *U S English

A discussion of the movement to make English the only official language in the United States' multilingual society examines the nature and scope of the movement and draws instructional and language policy implications for teaching situations involving language-minority populations. It draws a relationship between the politics of language diversity and the cognitive, linguistic, and cultural factors associated with the academic movement of language-minority students. The English-only movement and its media coverage are analyzed, and research literature on the effectiveness of use of the home language for instruction is reviewed. It is concluded that the English language, as any other, is capable of coexisting with other languages and cultures, and that such coexistence has greatly enriched the English language and the human experience. It is noted that in countries where bilingualism has become associated with a problem, the countries have deep and complex sociocultural, political, and religious histories that have led to mutual hostilities among language groups. It is further suggested that the conceptual, instructional, and curricular tools for assuring that language diversity is used to enrich and not detract from the society are now available. Forty-three endnotes are provided. (MSE)

ED 295 480 FL 017 422

Hall, Barbara Jean
An Integrative Approach to Writing For Adult ESL Beginners.
PUB DATE- Nov 86
NOTE- 13p.; Paper presented at the Annual Meeting of the Japan Association of Language Teachers (Seirei Gakuen, Hamamatsu, Japan, November 22-24, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adult Learning; Classroom Techniques; *English (Second Language); Immigrants; *Introductory Courses; Literacy Education; *Second Language Instruction; Spanish Speaking; Vocabulary Development; *Writing Instruction

Described in this paper is a writing strategy used in English-as-a-second-language (ESL) classes for Spanish-speaking adult immigrants in a Washington, D.C. center that goes beyond the standard ESL textbook reading/writing exercises to involve students in the writing process. The teacher wrote a brief text in the first person on a topic of interest to immigrants--homesickness--to be read aloud in class and discussed. The students were then asked to write about three living places and situations, one in the past, one in the present, and one in the future. Student responses were often animated and contained surprising vocabulary items. Other narratives based on the same principles were developed for more advanced classes. The technique was also found to be useful for group composition, in which the students draft a story as a group, allowing the weaker students to actively participate in the discussion. The short story format, group interaction, and open-ended narrative style make the writing process both beneficial and challenging to students still struggling with the language. (MSE)

ED 295 481 FL 017 423

ED 295 496 FL 017 446

Peyton, Joy Kreeft; And Others

Beyond Writing Assignments: The Influence of Communicative Context on ESL Students' Writing.

Center for Applied Linguistics, Washington, D.C.
PUB DATE- Mar 88
NOTE- 60p.; Paper presented at the Annual Meeting of the Teachers of English to Speakers of Other Languages (22nd, Chicago, IL, March 8-13, 1988).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Assignments; Cohesion (Written Composition); Comparative Analysis; Elementary Education; *English (Second Language); Grade 6; *Self Expression; *Writing Exercises; Writing Instruction; *Writing Skills
IDENTIFIERS- *Dialogue Journals

A study of the writing of 12 sixth-grade students of English as a second language (ESL) compared the quantity and maturity of writing in three assigned tasks and unassigned entries in dialogue journals. The assigned tasks varied in topic control, audience, and purpose. Qualities of the writing were examined using measures of quantity, complexity, topic focus, and cohesion. Results show that the quantity and maturity of the dialogue journal writing was at least equivalent to that of the assigned writing on all measures, and in many cases showed more complex linguistic expression. The findings suggest that ESL students may explore and demonstrate a more complete range of their writing abilities in unassigned writing about personally chosen topics than in assigned writing about teacher-selected topics. It is argued, therefore, that both kinds of writing are a necessary part of an ESL writing program. (Author/MSE)

ED 295 510 HE 021 098

College-School Partnerships in Education. Agenda and Summary of Remarks of a Conference (Albany, New York, September 14, 1984).

New York State Senate, Albany. Committee on Higher Education.

PUB DATE- 85
NOTE- 69p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Reports - Descriptive (Program/Project Descriptions) (141) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Articulation (Education); *College Faculty; College Programs; *College School Cooperation; Community Colleges; Cooperative Education; *Cooperative Programs; Elementary Secondary Education; Faculty Development; Federal Aid; Higher Education; Inservice Teacher Education; Intellectual Disciplines; Interprofessional Relationship; Minority Groups; School Business Relationship; School Holding Power; *Secondary School Teachers; State Aid
IDENTIFIERS- *New York; *Partnerships in Education

Information on cooperative programs between colleges and schools in New York State is presented in this summary of remarks from a 1984 statewide conference. Sections of the document cover the following topics: partnerships in various subject areas; state and federal initiatives and grants; developing relationships between elementary and high school faculties and college professors; partnership programs designed for particular groups of students, such as minorities and high risk students; partnership programs designed for elementary school students, handicapped students, and adult students; cooperation between the City University of New York and the New York City Board of Education to improve student performance and retention; programs for local school faculty and staff (consortia, study councils, research projects, and teacher enrichment); and relationships among the Board of Cooperative Educational Services (BOCES), community colleges, business, and the State Education Department. Recommendations include suggestions for planning and funding partnership programs. Appendices include a list of sample survey questions sent to participants prior to the conference and a sample student experience performance evaluation

ED 295 524 HE 021 449

The Critical Difference: Student Financial Aid and Educational Opportunities in California.

Eureka Project, Sacramento, CA.

SPONS. AGENCY- Atlantic Richfield Foundation, Los Angeles, CA.; Haynes Foundation.; James G. Irvine Foundation, San Francisco, CA.; Weingart Foundation, Los Angeles, CA.
PUB DATE- Mar 88
NOTE- 59p.; One in a series of reports from the Eureka Project: A Review of Student Financial Aid in California.
AVAILABLE FROM- The Eureka Project, 428 J Street, Suite 400, Sacramento, CA 95814.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTORS- *Access to Education; Community Colleges; Educational Finance; Educational Opportunities; Enrollment Influences; Financial Aid Applicants; *Financial Support; Higher Education; Income; Private Colleges; *Program Effectiveness; State Universities; Student College Relationship; Student Costs; *Student Financial Aid
IDENTIFIERS- *California; *Eureka Project

Student financial aid in California is a major, complex educational industry, with expenditures of approximately $1,500,000,000 for 1988. Information is provided on whether the student financial system as a whole has made a critical difference to who can afford to go to college, who has gone to college, and where students have gone to college. The effectiveness of the student financial aid system for undergraduate students of California is assessed. Emphasis is placed on the criteria of effectiveness; the adequacy of the aid system; the evidence of college-going rates; the composition of freshman classes; and threats to effectiveness. Some conclusions are that the expansion of the student aid system in the 1960s and 1970s enabled more minority and low-income students to attend college, including higher cost colleges, despite reductions in the value of aid awards in the late 1970s (due to inflation) and fewer high school students receiving adequate encouragement to attend college. Three appendices present data on the estimated

ED 295 538 HE 021 467

Gross, Theodore L.
Partners in Education: How Colleges Can Work with Schools To Improve Teaching and Learning.
REPORT NO.- ISBN-1-55542-089-3
PUB DATE- 88
NOTE- 206p.
AVAILABLE FROM- Jossey-Bass Publishers, 350 Sansome Street, San Francisco, CA 94104-1310 ($22.95).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Administrator Role; Career Counseling; College Administration; *College School Cooperation; *Cooperative Programs; Deans; Higher Education; Inservice Teacher Education; *Instructional Improvement; Leadership; *Professional Development; *Program Development; Public Schools; School Community Relationship; Student Motivation; Teacher Motivation
IDENTIFIERS- Partnerships in Education

Ways are described for college deans and administrators to take the lead in bringing together colleges, local school districts, businesses, and community organizations to provide innovative educational and professional development programs. An introductory overview of the origins and goals of educational partnerships describes such projects as the National Writing Project (University of California-Berkeley), Syracuse University's Project Advance, and the Yale-New Haven Teachers Institute. Three chapters are included on organizing and leading partnerships, key contributors, and developing financial and institutional support. The following are also addressed: programs to increase students' and teachers' motivation; educational programs for students; professional development programs for teachers; programs to strengthen career guidance counseling and for leadership development; and ensuring the long-term success of college-school partnerships. Appendices include information on: directors and addresses of partnerships cited in the book; organization and content of the SUNY Purchase Westchester School Partnership; and arguments in support of educational partnerships. One hundred fifteen references are

ED 295 552 HE 021 490

Sanyal, Bikas C.; And Others
From College to Work: The Case of the Sudan.
United Nations Educational, Scientific, and Cultural Organization, Paris (France). International Inst. for Educational Planning.
SPONS. AGENCY- Canadian International Development Agency, Ottawa (Ontario).; Ministry of Economic Cooperation, Bonn. (West Germany).; Norwegian Agency for Development Aid, Oslo.; Swedish International Development Authority (SIDA).
REPORT NO.- ISBN-92-803-1120-4
PUB DATE- 87
NOTE- 220p.; A study conducted as part of the IIEP research project on Higher Education and Employment. For related documents, see HE 021 489-493.
AVAILABLE FROM- International Institute for Educational Planning, 7-9, rue Eugene Delacroix, 75116 Paris, France.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *College Graduates; College Programs; College Students; *Economic Factors; *Education Work Relationship; Employers; *Employment Opportunities; Enrollment Trends; Foreign Countries; Geographic Location; Higher Education; High School Students; *Job Skills; *Labor Force Development; Majors (Students); Occupational Aspiration; Questionnaires; Student Attitudes
IDENTIFIERS- *Sudan

The transition of college graduates to the world of work in the Sudan was studied as a follow-up of earlier research on the relation of education and employment. Of concern were: higher education's response to the changing needs of Sudanese society; students' choices in higher education and their performance; the match between students' qualifications and job requirements; and the correspondence between students' expectations and achievements in the work world. Enrollments by broad fields of study were identified, along with enrollments by region and province. The unit cost method was employed to assess the cost of higher education. The attitudes of students, graduates, and employers were determined using questionnaires, which are appended. The conceptual framework

ED 295 565 IR 013 106

Wober, J. M.
Case on Camera--An Audience Verdict.
PUB DATE- Jul 86
NOTE- 35p.; Paper presented at the International Television Studies Conference (2nd, London, England, July 10-12, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Arbitration; *Audience Analysis; Broadcast Industry; *Court Judges; Factor Analysis; Foreign Countries; *Laws; Privacy; *Programing (Broadcast); Questionnaires; Socioeconomic Influences; Surveys; Television Research; *Television Viewing
IDENTIFIERS- *England (London); Entertainment; Parliament (United Kingdom); United States

In July 1984, British Channel 4 began televising Case on Camera, a series based on genuine arbitration of civil cases carried out by a retired judge, recorded as it happened, and edited into half hour programs. Because of the Independent Broadcasting Authority's concern for the rights to privacy, a systematic study of public reaction to the series was done. Using a questionnaire based on the fictional series, Crown Court, and the real series, Case on Camera, 500 adult Londoners were interviewed. The study yielded modest claims of viewers' having learned from the series in three areas: (1) details of the law; (2) the atmosphere of a law court; and (3) advantages and disadvantages of the legal system. It was also found that people of lower socioeconomic status claimed to have learned more than those of higher status, suggesting some lessening of a knowledge gap commonly associated with differences in social status. Links with other attitudes toward the broadcasting of courts and legislative chambers were also observed. The results suggest that viewers might more readily come to accept the idea of televising court proceedings if they could be convinced that benefits would ensue, rather than being reassured that no harm would result. Three appendixes contain a description of the study methodology, extracts from viewers' written opinions, and four statistical tables. (CGD)

ED 295 580 IR 013 173

Telecommunications Policy Research Conference. The Changing Scope and Structure of Telecommunications and Its Effects on Government and Industrial Organizations Section. Papers.

Telecommunications Policy Research Conference, Inc., Washington, DC.

PUB DATE- Sep 87

NOTE- 4p.; Abstracts of papers presented at the Telecommunications Policy Research Conference (15th, Airlie, VA, September 27-30, 1987). For the conference program and additional papers, see IR 013 160-182.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Costs; Economic Change; *Economic Progress; *Information Technology; *Technological Advancement; *Telecommunications

IDENTIFIERS- *Information Infrastructure

This document consist of the abstracts for two papers which considered the impact of information technologies on political and economic systems. The first paper, "The Political Repercussions of Transnational Corporate Information Systems" (Terry Curtis), argued that information technologies are the most recent in a series of socio-technical systems developed to serve as infrastructure for social organizations, and that, as these technologies develop in both political and economic systems, they will effect the mix between relatively centralized political systems and relatively decentralized economic systems. The second paper, "New Information Technology and Economic Coordination" (Hajime Oniki), considered the effects of new information technology upon the way in which economic coordination is organized. It is argued that information technology has decreased both market cost and organizational cost, and also that the reduction in market cost is greater than the reduction in organizational cost. A mathematical model is constructed to describe these changes. (Author/EW)

ED 295 595 IR 013 246

Johnston, Jerome
Electronic Information: Literacy Skills for a Computer Age.
National Center for Research to Improve Postsecondary Teaching and Learning, Ann Arbor, MI.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- TR-86-F-001.1
PUB DATE- 86
NOTE- 21p.; From the Program on Learning, Teaching and Technology.
GRANT- OERI-86-0010
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Computer Literacy; *Electronic Publishing; Higher Education; Language Processing; Research Needs; Telecommunications
IDENTIFIERS- *Information Skills

Intended to identify essential skills for academics and students as our society comes to depend increasingly on electronic text, and to decide how, when, and where these skills should be taught, this paper begins by discussing the tools of electronic information processing, i.e., telecommunications, computers, and software. A summary of the skills needed for the traditional printed-text environment, including the encoding and decoding of printed information, is followed by a discussion of the skills necessary for an electronic-text environment. These include finding, manipulating, and scanning electronic text, as well as word processing, touch typing, and use of outline processors or idea organizers. The ability of software to transform information into new forms and the skills required for collaborative writing, distribution of electronic text, utilization of specific programs, and programming are then considered. Issues for college administrators and faculty are also identified: (1) identification of essential information literacy skills; (2) teaching information-handling skills; (3) norms and ethics of shared or collaborative text; and (4) the cost of hardware, software, and training. The suggested research agenda that concludes this report calls for documentation of usage patterns, assessment of implementation, measurement of impact on academic products, and

ED 295 610 IR 013 262

Salomon, Gavriel
AI in Reverse: Computer Tools That Become Cognitive.
PUB DATE- 88
NOTE- 20p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Artificial Intelligence; *Cognitive Processes; *Computer Assisted Instruction; *Computer Software; Foreign Countries; Intermode Differences; Junior High Schools; *Metacognition; *Reading Skills
IDENTIFIERS- *Internalization; Israel

The question of whether human thinking can come to simulate computer intelligence--i.e., AI in reverse--is addressed in this paper. Examples are given of three computer tools which perform several functions that constitute an intellectual partnership between student and tool. Such functions include: (1) assuming part of the intellectual burden in experimentation; (2) presenting learners with novel alternatives; (3) freeing the individual from lower level operations; (4) displaying intermediate processes; (5) providing intelligent tutelage; and (6) providing models of information representation, processes, and strategies. Conditions necessary for internalization of artificial intelligence functions are described, i.e., comprehensibility, generalizability, novelty, utility, explicitness, and mindful abstraction. An experiment in which 74 Israeli seventh graders were divided into three groups and interacted with a version of the software incorporating metacognitive guidance and content-specific questions (experimental group), questions only, or neither is then reported. Results show that the experimental group devoted the most time to reading the texts and scored highest on a posttest; these findings support the hypothesis that interaction with a tool that models reading-related metacognition leads to improved reading of new texts in another non-computerized setting. Implications of these findings for a

Howell, Richard
The Ethics of Technological Intervention with Disabled Learners.
Symposium: Technological Equity: Issues in Ethics and Theory.
PUB DATE- Jan 88
NOTE- 8p.; In: Proceedings of Selected Research Papers presented at the Annual Meeting of the Association for Educational Communications and Technology (New Orleans, LA, January 14-19, 1988). For the complete proceedings, see IR 013 331.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Accessibility (for Disabled); Assistive Devices (for Disabled); Computer Software; *Design Requirements; *Disabilities; Educational Technology; *Ethics; *Instructional Design; *Instructional Systems

This discussion of how technology can and should be incorporated into the design of instructional systems for the use of disabled learners emphasizes the importance of the instructional designer being aware of the characteristics of the target population, including the psychomotor, cognitive, and affective factors involved. A "user-oriented instructional design process" model first proposed by Burkman is presented together with suggested adaptations specific to design for the disabled learner. It is argued that, in general, instructional tools for the disabled must: (1) be adaptable and accessible to a range of student users; (2) facilitate and enable cognitive, affective, and psychomotor growth on the part of students; (3) be affordable in terms of financial and logistical costs; and (4) be flexible enough to allow for continual refinement when subjected to formative and summative evaluations. It is concluded that the training and skills of the instructional designer provide a compatible match to those of the special education and therapeutic communities, and that these three groups together can provide a new level of cooperation in developing acceptable technological answers for use by the disabled learner. (8 references) (EW)

ED 295 638 IR 013 348

Foreman, Kim Hyun-Deok
Cognitive Style, Cognitive Ability, and the Acquisition of Initial Computer Programming Competence.
PUB DATE- Jan 88
NOTE- 15p.; In: Proceedings of Selected Research Papers presented at the Annual Meeting of the Association for Educational Communications and Technology (New Orleans, LA, January 14-19, 1988). For the complete proceedings, see IR 013 331.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cognitive Ability; *Cognitive Style; College Students; Computer Literacy; Correlation; *Field Dependence Independence; Higher Education; Logical Thinking; *Programing; Psychological Studies; *Spatial Ability
IDENTIFIERS- BASIC Programing Language

The subjects for this study, which examined the relationship of cognitive style and ability to the initial acquisition of computer programming competence, were 46 college students enrolled in a computer literacy course. The selected cognitive style (field-independence) and three cognitive abilities (logical reasoning, spatial ability, and direction following) were correlated to five programming component skills: (1) knowledge of BASIC syntax; (2) ability to predict program outcome; (3) ability to design and write programs; (4) ability to debug programs; and (5) ability to modify programs in BASIC. It was found that field-independence, logical reasoning, and direction following were strongly related to most programming skills, while spatial ability was related only to debugging and modification. The text is supplemented by one figure. (26 references) (Author/EW)

ED 295 639 IR 013 349

ED 295 653   IR 013 363

Moore, David M.
Cognitive Style and Subliminal Instruction.
PUB DATE- Jan 88
NOTE- 10p.; In: Proceedings of Selected Research Papers presented at the Annual Meeting of the Association for Educational Communications and Technology (New Orleans, LA, January 14-19, 1988). For the complete proceedings, see IR 013 331.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Analysis of Covariance; *Cognitive Style; College Students; *Field Dependence Independence; Films; Higher Education; Hypothesis Testing; Instructional Effectiveness; *Learning Strategies; *Videotape Recordings; Visual Perception
IDENTIFIERS- *Subliminal Suggestion

This study tested several hypotheses about the effects of the cognitive style of students on their ability to learn a subliminal task while viewing a non-related film. Subjects were 132 undergraduate students who were divided into three groups: field dependent, neutral, and field independent. The task to be taught subliminally was the assembly in order of the pieces of a tangram (seven geometric figures which, when correctly assembled, form a square). Two versions of a videotape were produced for the study, one with subliminal messages and one without. Analysis of the data showed that neither the main effects nor the interaction between cognitive style and treatment were significant, and students in this study were not able to be taught a task subliminally no matter what cognitive style. These findings are in accordance both with DeChenne's earlier and similar study, and with later studies in other areas. However, it is suggested that in this particular study, the task may have been too difficult and the amount of subliminal stimulus too small. In addition, consideration should be given to the effect of using a subliminal task that would be related to the content of the film presentation to support the subliminal stimulus. The text is supplemented by two tables and a figure depicting the slides used to produce the subliminal message on the videotape. (8 references) (EW)

ED 295 667 IR 013 378

Tennyson, Robert D.; Rasch, Mariana
Instructional Design for the Improvement of Learning and Cognition.
PUB DATE- Jan 88
NOTE- 18p.; In: Proceedings of Selected Research Papers presented at the Annual Meeting of the Association for Educational Communications and Technology (New Orleans, LA, January 14-19, 1988). For the complete proceedings, see IR 013 331.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Cognitive Objectives; Cognitive Style; *Instructional Design; Learning Strategies; *Memory; *Models; Psychological Studies; Simulation; *Teaching Methods; *Time Factors (Learning)

This paper proposes a basic instructional design model that focuses on the planning of a learning environment so that students not only acquire factual knowledge, but also improve their cognitive abilities to use and extend their knowledge. The model describes the direct relationships between learning time, cognitive objectives, memory system components, and instructional strategies; thus, learning times are directly allocated to specific cognitive learning objectives and instructional methods. It is suggested that the acquisition of conceptual knowledge and development and improvement of thinking strategies and creativity should account for about 70% of the learner's formal learning time, and that the remaining time should be allocated to the acquisition of information. Five instructional methods that have direct relationships to specific cognitive-based objectives are also discussed, i.e., drill and practice, tutorials, task-oriented simulations, problem-oriented simulations, and self-directed experiences. A diagram of the model is provided. (33 references) (EW)

ED 295 668 IR 013 379

ED 295 681 IR 052 389

Davis, H. Scott; And Others
Library Staff Training for LUIS (Online Catalog) Keyword/Boolean Searching at Indiana State University Libraries.
Indiana State Univ., Terre Haute. Library.
PUB DATE- Apr 88
NOTE- 20p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- College Libraries; Course Evaluation; Higher Education; *Inservice Education; Instructional Materials; *Library Personnel; *Library Skills; *Online Catalogs; Online Searching; *Search Strategies
IDENTIFIERS- *Boolean Search Strategy; *Indiana State University

This document provides a description of library staff training for keyword/Boolean searching on the library's online catalog, LUIS (Library User Information System), at Indiana State University. A narrative overview describes the circumstances, conditions, and organization of training sessions. Also included are a content outline of the instructional sessions, a general handout on keyword/Boolean searching, a keyword/Boolean practice exercise, and the session evaluation instrument administered to participants following instruction. Results of the staff session evaluations are summarized. (Author/EW)

ED 295 682 IR 052 390

Aversa, Elizabeth Smith; And Others
Online Information Services for Secondary School Students: A Current Assessment. An ERIC Information Analysis Product 1987, IR-75.
ERIC Clearinghouse on Information Resources, Syracuse, N.Y.

ED 295 695 JC 880 260

Mann, Rebecca
Measuring Writing Competency.
PUB DATE- 26 Apr 88
NOTE- 18p.; Paper presented at the Southeastern Conference on English in the Two-Year College (Louisville, KY, February 18-20, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Comparative Analysis; *Evaluation Criteria; *Evaluation Methods; Holistic Evaluation; Test Reliability; *Writing Evaluation; *Writing Skills

In response to growing concern about the lack of basic writing skills, this paper presents an overview of the issues involved in selecting a method for the assessment of students' writing skills. After general criteria for determining the appropriateness of a writing evaluation procedure are outlined, the merits and limitations of objective tests and direct evaluation of writing samples are presented. While acknowledging the speed and ease with which objective tests can be administered, the paper emphasizes that only a writing sample permits a full assessment of writing ability and warns of the lack of correlation between direct and indirect measures. Next, a review is presented of the advantages and disadvantages of three scoring options for writing samples: (1) analytic scoring, which judges papers in terms of ideas, mechanics, organization, wording, and flavor; (2) holistic scoring, which responds to the writing sample as a whole; and (3) primary-trait scoring, a form of holistic scoring which considers the writing sample as a particular type of discourse and rates it accordingly. Finally, the paper discusses the political aspects of beginning a testing program, pointing out the need for faculty support of the program, for their willingness to participate as readers, and for consensus on the choice of a scoring option. Concluding comments argue that while no method of measurement is perfect, faculty have a responsibility to educate themselves and the administration about the scoring options available and to influence their institutions to utilize direct measures of writing ability. (AYC)

ED 295 709 JC 880 277

Proposed Construction of the Petaluma Center of Santa Rosa Junior College. A Report to the Governor and Legislature in Response to a Request for Capital Funds for a Permanent Off-Campus Center in Southern Sonoma County.

California State Postsecondary Education Commission, Sacramento.

REPORT NO.- CPEC-88-25
PUB DATE- May 88
NOTE- 69p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Campus Planning; Community Colleges; Construction Needs; *Construction Programs; *Educational Facilities Planning; Environmental Research; Facility Guidelines; *Off Campus Facilities; State Aid; Two Year Colleges
IDENTIFIERS- *Sonoma County Junior College District CA

The California Postsecondary Education Commission's (CPEC) analysis of the Sonoma County Junior College District's (SCJCD) proposal to establish a permanent off-campus center in the city of Petaluma is presented in this report. Part I provides background to the proposal, indicating that the SCJCD has operated a temporary center in relocatable structures on the Sonoma County Fairgrounds since 1979, but purchased a 40-acre site for a permanent facility in 1986. Part II analyzes the proposal in terms of the following issues: (1) adequate enrollment projections; (2) alternatives, such as the expansion of existing campuses or off-campus centers or the use of leased or donated space; (3) consultation with adjacent institutions to avoid duplication of programs or reduction in enrollments; (4) academic planning and community support; (5) reasonable commuting time; (6) physical, social, and demographic characteristics of the proposed location; and (7) access for the disadvantaged. Part III offers conclusions and recommendations in support of the permananent facility. Appendixes include CPEC guidelines and procedures for the review of new campuses and off-campus centers; an environmental impact report, covering land use, traffic and transportation, visual quality, hazardous

ED 295 722 JC 880 305

Lucas, John A.
Survey of Satisfaction of Minority Students at Harper College. Volume XVI, No. 11.
William Rainey Harper Coll., Palatine, Ill. Office of Planning and Research.
PUB DATE- 15 Apr 88
NOTE- 41p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Achievement; Asian Americans; Black Students; Community Colleges; Hispanic Americans; *Minority Groups; *Participant Satisfaction; Questionnaires; School Surveys; *Student Characteristics; *Student College Relationship; Two Year Colleges; *Two Year College Students; White Students

In spring 1987, a study was conducted at William Rainey Harper College (WRHC) to assess the satisfaction of minority students with campus life and to gather selected demographic and performance data. Random samples of 100 Asian, 100 Black, 100 Hispanic, and 100 White students were surveyed by mail or, if there was no response to the mail survey, by telephone. Study findings, based on response rates of 29% for the Hispanic students, 35% for the Black students, 47% for the Asian students, and 61% for the White students, included the following: (1) in general, there was little difference between the satisfaction and participation rates of minority and White students; (2) Whites were slightly more certain of their career choice than minorities; (3) 75% of all students indicated that they would choose WRHC again if they were to start their college education over; (4) minority students gave WRHC more positive ratings as a comfortable place to study, a good resource for personal counseling needs, and a college that offers a wide variety of programs than White students; (5) minority students were more likely to use tutoring services, participate in WRHC's career exploration program, or attend orientation than White students; (6) Black students were the group most likely to live outside of the college district; and (7) the overall cumulative grade point average was lower for Blacks (1.62) and Hispanics (1.79) than for

ED 295 735 PS 017 387

Parental and Medical Leave Act of 1987. Hearings on S.249 To Grant Employees Parental and Temporary Medical Leave under Certain Circumstances, and for Other Purposes, before the Subcommittee on Children, Family, Drugs and Alcoholism of the Committee on Labor and Human Resources. United States Senate, One Hundredth Congress, First Session. Part 1 (Washington, D.C., February 19 and April 23, 1987; Boston, Massachusetts, June 15, 1987).

Congress of the U.S., Washington, D.C. Senate Committee on Labor and Human Resources.

REPORT NO.- Senate-Hrg-100-438-Pt-1
PUB DATE- 88
NOTE- 504p.; For Part 2, see PS 017 388.
LANGUAGE- English
EDRS Price - MF02/PC21 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Adoption; Birth; Cost Estimates; Diseases; Economic Factors; *Employed Parents; *Employee Attitudes; *Employer Attitudes; *Employment Practices; *Family Problems; Federal Government; Federal Legislation; *Fringe Benefits; Government Role; Hearings; National Surveys; State Legislation; State Programs
IDENTIFIERS- *Employment Security; Mandatory Programs

Hearings were held in Massachusetts and Washington, D.C., to receive testimony concerning the Parental and Medical Leave Act of 1987, a bill intended to promote the economic security of many families by providing for job-protected leave for parents upon the birth, adoption, or serious illness of a child, and temporary medical leave when a child's serious illness prevents a parent from working. Testimony concerned: (1) negative experiences and employment barriers encountered by employed mothers and fathers in the process of adopting a child or arranging leave time from work to care for their newborn; (2) numerous organizations' opposition to or support of the Act; (3) findings of a national survey of employee benefits, concerning leave benefits provided to working women for maternity and parenting by employers of 20 or more workers; (4) national trends toward less pay and fewer benefits and the extent of Federal involvement in employee benefits; (5) the adequacy of the provisions of the Act; (6) the advisability of mandating provisions of the Act; (7) child care leave and maternity

ED 295 749 PS 017 415

Kopmels, Dook
The Contact School Plan: School Improvement from Within. Project No. 8: "Innovation in Primary Education."
Council for Cultural Cooperation, Strasbourg (France).
REPORT NO.- CDCC-DECS/EGT-88-15
PUB DATE- 8 Apr 88
NOTE- 61p.; For related documents, see PS 017 402-406 and PS 017 416-417.
LANGUAGE- English
EDRS Price - MF01 Plus Postage PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Educational Improvement; *Educational Innovation; *Elementary Education; Foreign Countries; *Institutional Characteristics; *Networks; Profiles; Program Descriptions; *Public Schools
IDENTIFIERS- Austria; Council for Cultural Cooperation (France); Council of Europe (France); Cyprus; Denmark; Finland; Greece; Italy; Netherlands; Norway; Similarities; Sweden; Switzerland; United Kingdom; West Germany

In 12 brief chapters, a view is provided of elementary school improvement efforts made by participants in the Contact School Plan of the Council of Europe's Council for Cultural Co-operation. The Contact School Plan created a network of 12 schools implementing innovative educational practices in as many nations. Chapters 1 and 2 describe the Contact School Plan and similarities and differences of participating schools. Chapter 3 outlines the process of developing the report. Chapter 4 describes five zones of school improvement and 14 related characteristics considered central to school innovation: (1) educational goals and principles, including active individualization, autonomy, cooperation, and teacher-pupil relationships; (2) organization of education, including monitoring student progress and development, arrangement of time and didactic working methods, and mixed-age groups; (3) content of education, including provision of a range of subjects, and activities that stimulate individual development; (4) organization of teacher cooperation, including organizational structure, support, friendship, and leadership; and (5) organization of external contacts, including parent school relationship and teacher aides.

ED 295 763   RC 016 588

Carlin, Thomas A.; Green, Bernal L.

Local Farm Structure and Community Ties. Rural Development Research Report Number 68.

Economic Research Service (DOA), Washington, DC. Agriculture and Rural Economics Div.
PUB DATE- Mar 88
NOTE- 33p.; Best copy available.
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Change; Community Development; *Definitions; *Economic Climate; Economic Development; Geographic Location; *Models; Population Trends; *Rural Development; Rural Population; Trend Analysis
IDENTIFIERS- *Counties; *Farms; Structural Analysis (Economics)

Whether large-scale or small farms dominate, a county's farm structure is influenced not only by changes within farming but also by key factors such as nonfarm economic activity, geography, and population growth. Large-farm counties where agriculture dominates the economy are concentrated in the Plains, Midwest, and Mississippi Delta. Small-farm counties, with larger, more diversified economic bases, are concentrated in the Southeast. However, more than 50% of the nation's counties are unclassified, presenting local planners with special challenges in charting development either toward agriculture or to a more diversified economic base. Unclassified counties that tend to have small-farm characteristics are found mostly in New England and scattered parts of the Southeast and West. Those tending to have large-farm characteristics are usually located adjacent to large-farm counties. This report identifies which counties are dominated by small- or large-farm agriculture as well as a large group, termed unclassified, which could go either way; provides models to differentiate county types; maps and describes developing subregions; and presents implications for rural America. (Author/NEC)

ED 295 378 EC 202 816

Bellamy, G. Thomas
Questions about the Part H Program.
Special Education Programs (ED/OSERS), Washington, DC.
REPORT NO.- OSEP-88-4
PUB DATE- Dec 87
NOTE- 6p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Compliance (Legal); *Disabilities; Educational Finance; *Educational Legislation; *Federal Aid; Financial Policy; Infants; Intervention; Preschool Education; Program Costs; Standards; *State Programs; Toddlers
IDENTIFIERS- *Early Intervention; *Education of the Handicapped Act (Part H); Education of the Handicapped Act Amendments 1986

Directed to the state lead agency directors, the memorandum from the Office of Special Education Programs answers questions concerning implementation of Part H of the EHA, Education of the Handicapped Act, the Early Intervention Program for Infants and Toddlers with Handicaps. The following questions are addressed: (1) Can a child who is counted under the Chapter 1--Handicapped Program (commonly known as P.L. 89-313) also benefit from Part H funds? (2) If a state agency uses 89-313 funds to provide early intervention services to infants and toddlers, may the agency charge parents for the services if state law establishes a sliding fee schedule? (3) Since Part H and Part B both include "child find" and evaluation provisions, can a state charge for these activities? (4) Can funds under the new Preschool Grants program (Section 619 of the EHA, as amended by P.L. 99-457) be used for services to infants and toddlers? (5) Can carryover funds under the old Preschool Incentive Grant program (Section 619 of the EHA, as amended by P.L. 98-199) continue to be used for services to children aged birth through 2? (6) Can Part H funds be used to pay for specific services that were previously provided under the old Preschool Incentive Grant program? (7) Can a state use its Part B funds to pay for services to handicapped children aged birth through 2? (8) By what data must states spend their first year funds under Part H? (9) Can Part H funds be used after the grant period ends--for either services or equipment? (10) What state agency is responsible for providing data required under Part H and Part B (Section 618) of the EHA concerning infants and toddlers? (11) How many members can be on the State Interagency Coordinating Council? (DB)

ED 295 392 EC 202 831

Ballard, Joseph; And Others
Public Law 94-142, Section 504, and Public Law 99-457: Understanding What They Are and Are Not. Revised.
Council for Exceptional Children, Reston, Va.
REPORT NO.- ISBN-0-86586-097-1
PUB DATE- 87
NOTE- 17p.
AVAILABLE FROM- Council for Exceptional Children, Publication Sales, 1920 Association Dr., Reston, VA ($5.00 each, 1-9 copies; $25.00, 10 copies; $62.50, 50 copies).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Accessibility (for Disabled); Administration; Building Design; Civil Rights Legislation; Compliance (Legal); Confidentiality; Definitions; *Disabilities; Due Process; Early Childhood Education; Educational Finance; *Educational Legislation; Educational Planning; Elementary Secondary Education; Eligibility; Federal Aid; *Federal Legislation; Individualized Education Programs; *Legal Responsibility; Private Schools; Student Evaluation; *Student Rights
IDENTIFIERS- Early Intervention; *Education for All Handicapped Children Act; *Education of the Handicapped Act Amendments 1986; Rehabilitation Act 1973 (Section 504)

In a question-and-answer format, this guide discusses the provisions of three federal laws as they relate to educational services for the handicapped: Public Law 94-142, Public Law 99-457 and Section 504 of Public Law 93-112. The guide outlines: (1) who is eligible for services; (2) legal definitions of such terms as handicapped, learning-disabled, special education, related services, and least restrictive environment; (3) development of the individualized education program; (4) procedural safeguards; (5) assessment of students; (6) confidentiality of information; (7) rights of handicapped children in private schools; (8) fiscal issues concerning payment of the costs of these educational services and application of the federal funding formula; (9) management responsibilities as documented in the state plan and the local education agency applications; (10) enforcement of the legislation and sanctions for failure to comply; (11) architectural barriers; and (12) preschool and early intervention services mandated by Public Law 99-457. (JDD)

Houseman, Woody, Comp.
The 1987 State of the States Gifted and Talented Education Report.
Council of State Directors of Programs for the Gifted.
PUB DATE- Nov 87
NOTE- 143p.
AVAILABLE FROM- Nancy Lukenbill, President, Council of State Directors of Programs for the Gifted, Office of Public Instruction, Room 106, State Capitol, Helena, MT 59620 ($10.00).
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Numerical/Quantitative Data (110)
DESCRIPTORS- *Administrator Attitudes; Delivery Systems; *Gifted; *National Surveys; Needs Assessment; Services; *State Aid; State Legislation; *State Programs; *Talent

The report, based on a survey of state directors of programs for the gifted, is intended to provide an accurate portrait of gifted education throughout the 50 states, Puerto Rico, and Guam. Data are presented tabularly and by the specific responses to survey questions for the following survey topics: state policies and practices; funding for fiscal year 1987, state support services, local education agency services, private and public collaboration, state progress/needs. For each section a summary discussion provides a national perspective on the topic considered. Sample survey findings include the following: 25 states and Guam have mandated services for the gifted/talented; data concerning state funds for gifted programs were not comparable; 47 states plus Puerto Rico and Guam have recognized gifted and talented education through specific legislation; New Jersey had the highest percentage (9.9) of students receiving services and Idaho had the smallest percentage (1.2); 18 states plus Puerto Rico listed at least one state-sponsored summer institute for training teachers of the gifted. The final section provides individual state summaries which include the state's definition of gifted/talented and a statement on current progress and areas needing improvement. (DB)

ED 295 407 EC 202 846

Winking, Debbie L.; DeStefano, Lizanne; Rusch, Frank R.
Supported Employment in Illinois: Job Coach Issues. Volume 3.
Illinois Univ., Champaign. Secondary Transition Intervention Effectiveness Inst.

ED 295 421　　　　　　　　　　FL 016 595

Perez-Erdelyi, Mireya
Developing Cultural Sensitivity in Spanish for Special Purposes.
PUB DATE- Apr 86
NOTE- 8p.; In: Proceedings of the Fifth Annual Eastern Michigan University Conference on Languages for Business and the Professions (see FL 016 586).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cultural Awareness; Higher Education; *Hispanic American Culture; *Hispanic American Literature; Identification (Psychology); Immigrants; Instructional Materials; *Languages for Special Purposes; *Latin American Literature; Liberal Arts; Migrants; Poetry; Private Colleges; Professional Education; Second Language Instruction; Social Attitudes; Social Bias; Social Problems; Sociocultural Patterns; *Spanish
IDENTIFIERS- *College of New Rochelle NY

In an effort to sensitize college students of Spanish for the professions to the values and social reality of the Hispanic world, one teacher used a combination of demographic information and Hispanic American literature. Information on the geographic distribution and characteristics of Hispanic groups in the United States was provided as a context for understanding the Hispanic experience, and writings by Hispanics who had seen a renaissance since the 1960s' civil rights struggle in the United States were used to supplement the demographic data. The literature contains the experiences, aspirations, and perspectives of immigrants and exiles to the United States, and poetry in particular was found to be a powerful sensitizing tool. Themes of the works include the migrant workers' experience, hopes placed in education for the children, the community, Hispanic heroes, social injustice, and the reasons for leaving the native countries. The emotional response and empathy of the students is seen as the most important tool for working effectively with Hispanic clients and patients. (MSE)

and understand each others' cultures and attitudes toward negotiations. (MSE)

ED 295 435 FL 016 609

Grosse, Christine Uber
Authentic Listening Materials for Business English.
PUB DATE- Apr 86
NOTE- 18p.; In: Proceedings of the Fifth Annual Eastern Michigan University Conference on Languages for Business and the Professions (see FL 016 586).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Audiotape Recordings; *Business English; Classroom Techniques; Communicative Competence (Languages); English (Second Language); *English for Special Purposes; *Instructional Materials; Learning Activities; *Listening Skills; Media Selection; Realia; Second Language Instruction; *Teacher Developed Materials
IDENTIFIERS- *Authentic Materials

Authentic listening materials are appropriate and desirable for instruction in English as a second language (ESL) for business purposes for several reasons: they have high interest, leading to enhanced motivation and increased opportunity for learning; they contain many natural redundancies and repetitions that facilitate comprehension; and they are rich in the target culture. Despite a lack of commercially available materials for business ESL, other sources can be tapped for authentic listening materials. These include tapes of business-related radio and television programs and commercials, teacher-made tapes of interviews or sales talks with local business people, taped university lectures, guest speakers in class, and field trips. Interviewees may also make other literature and realia, such as contracts, brochures, forms, and information sheets available for class use. The teacher must then plan pre-listening, listening, and post-listening activities to maximize the materials' usefulness. These could include general discussion of the topic and student experiences with it, role-playing, completing charts or checklists, problem-solving, synthesis and paraphrasing, description of the segment, field trips, student-conducted interviews, expression of reactions or opinions, and guessing the meaning of unfamiliar vocabulary. (MSE)

ED 295 450 FL 016 624

Potoker, Elaine

Experiential Units of Study in Foreign Language through Partnerships with Business.

PUB DATE- Apr 86
NOTE- 10p.; In: Proceedings of the Fifth Annual Eastern Michigan University Conference on Languages for Business and the Professions (see FL 016 586).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Business Administration Education; *Business Communication; *Business Correspondence; Course Content; *Course Organization; Educational Objectives; Instructional Effectiveness; Instructional Materials; International Trade; *Languages for Special Purposes; Language Skills; *School Business Relationship; Second Language Instruction; Units of Study

Curricula for business language instruction should be (1) based on analysis of the routine operations of local business, industry, and service organizations, (2) in the form of practical units of study for sequential development of target language competencies, and (3) accomplished through integrated partnerships with local business. Instructional materials should provide more realistic portrayals of business transactions between American and foreign customers, focus clearly on the controllable and non-controllable circumstances of local business, and provide an understanding of what it takes to do business well overseas. Most commercial materials about business transactions do not illustrate well the depth or length of an interaction, which might include a letter inquiry, responses, letters of clarification, an offer, legal considerations, investigations, and computations. Assessment of the business environment would address geography and market, advertising and promotion, values concerning responsibility and productivity, technological considerations, accounting and budgeting needs, reasons and means for problem-solving, and environmental and industrial standards. An experiential unit might require that a student analyze many aspects of a product, such as market, manufacture, shipping, promotion, and sale in the United States and overseas. (MSE)

ED 295 465 FL 017 406

Gieser, C. Richard, Comp.
Studies in Philippine Linguistics Supplementary Series: Philippine Texts, No. 4. Guinaang Kalinga Texts.
Linguistic Society of the Philippines, Manila.
PUB DATE- 87
NOTE- 145p.
AVAILABLE FROM- Father Robert J. Suchan, Photoduplication Services, Rizal Library, P.O. Box 154, Manila, Philippines.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- *Descriptive Linguistics; Discourse Analysis; Ethnography; Foreign Countries; Geographic Distribution; *Grammar; *Language Usage; Linguistic Borrowing; *Morphology (Languages); Narration; *Semantics; Sociocultural Patterns; Uncommonly Taught Languages
IDENTIFIERS- *Guiaang; Kalinga People; *Philippines (Cuinaang)

A collection of 23 brief texts in Guinaang Kalinga (called Guininaang by native speakers), gathered in the Guinaang region of the Philippines, are presented with ethnographic and linguistic notes and translations. The texts address topics of common cultural patterns, history, and storytelling. An introductory section describes the sources and organization of the texts. Maps, abbreviations, and symbols relating to the morphology, semantics, and grammar in the texts are also included. Appended materials include ethnographic, historical, phonological, morphophonemic, grammatical, terminological, and morphological notes and a selected bibliography. (MSE)

ED 295 466 FL 017 407

Watson-Gegeo, Karen Ann; Ulichny, Polly
Ethnographic Inquiry into Second Language Acquisition and Instruction.

Bermudez, Andrea B.; Prater, Doris L.
Evaluating the Effectiveness of Writing on the Comprehension and Retention of Content Reading in Bilingual Students.
PUB DATE- 88
NOTE- 14p.; Paper presented at the Annual Meeting of the National Association for Bilingual Education (17th, Houston, TX, April 27-May 1, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Bilingual Students; Cognitive Processes; *Content Area Reading; Elementary Secondary Education; *English (Second Language); Learning Strategies; *Reading Comprehension; *Reading Skills; Skill Development; Transfer of Training; *Writing Instruction

Two studies of integrated language instruction for students of English as a second language (ESL) are reported. The first had two objectives: to (1) investigate the effects of writing activities on the comprehension and retention of content area reading and (2) examine the relationship between the students' ability to select the main idea and their comprehension and retention scores. The subjects, 36 bilingual middle and secondary school students, read brief social studies texts, with one group writing summaries of the passages. Analysis of the subjects' comprehension, retention, and identification of the main ideas suggests that merely incorporating the summary-writing exercise did not improve comprehension or retention, but those students who could identify main ideas and incorporate them into the summaries performed better on the comprehension and retention measures. The second study examined the effects of brainstorming and clustering on reading comprehension. The subjects, 36 students from low socioeconomic groups in grades 2-5, were given readings and comprehension tests. Half the group was also exposed to brainstorming and given an opportunity to generate and organize ideas before and after the readings. The subjects exposed to brainstorming performed significantly better on the comprehension measure, suggesting that the technique is useful. (MSE)

ED 295 482 FL 017 424

ED 295 497 FL 017 448

Tchaconas, Terry; Spiridakis, John N.
Oral Reading and Cognitive Styles of Greek Bilingual Children.
PUB DATE- Mar 88
NOTE- 17p.; Paper presented at the Annual Meeting of the Teachers of English to Speakers of Other Languages (22nd, Chicago, IL, March 8-13, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Bilingualism; *Cognitive Style; Comparative Analysis; *English (Second Language); Field Dependence Independence; *Greek; Greek Americans; Reading Aloud to Others; Reading Instruction; *Reading Strategies; Uncommonly Taught Languages; *Young Children

A study of patterns of cue selection strategies in relation to field dependence and independence in the reading of Greek-English bilingual children is reported. The study investigated (1) possible differences in the oral reading strategies used while reading English as compared to Greek, and (2) possible differences in those strategies for field-dependent and field-independent children reading both English and Greek. The subjects were 12 second-grade students in a transitional Greek bilingual program. They read aloud unfamiliar stories from their English and Greek basal readers, each of sufficient length and difficulty to generate at least 25 miscues. The readers then retold as much as they could remember and responded to probe questions. The miscues, coded and analyzed, provided oral reading strategy profiles for Greek and English in each subject. The results show consistent distinctions between the field-dependent and field-independent subjects across languages and in eight of the ten miscue categories. Two categories, grammatical acceptability and semantic acceptability, did not reflect the same parallelism. All made more miscues and tended to depend more on graphophonic and grammatical cues while reading in Greek, tending to be more aware of semantic cues while reading in English. Implications for instruction are discussed. (MSE)

ED 295 498 FL 017 450

Carkin, Susan
A Case Study: The IEP as an Academic Unit in the University.

form. (SW)

ED 295 511 HE 021 295

Scheetz, L. Patrick; Gardner, Philip D.
Estimated Demand for Michigan's College and University Graduates of 1988.
Michigan State Univ., East Lansing. Placement Services.
PUB DATE- 25 Jan 88
NOTE- 9p.
AVAILABLE FROM- Michigan State University, Placement Services, 113 Student Services Building, East Lansing, MI 48824-1113 ($5.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Associate Degrees; Bachelors Degrees; *College Graduates; *Demand Occupations; Doctoral Degrees; *Education Work Relationship; Employment Opportunities; *Employment Projections; Higher Education; *Labor Market; Majors (Students); Masters Degrees; Private Colleges; Public Colleges
IDENTIFIERS- *Michigan

Ratings of the projected demand for Michigan's college graduates of 1988 are presented by degree level and field of study. The ratings by placement directors and career planning counselors at Michigan two- and four-year colleges were based on evaluation of current labor market conditions. Responses were received from 75 individuals representing 45 two-year public institutions, public four-year institutions, and private two- and four-year institutions. The rating scale ranged from 1 (many more graduates than available jobs) to 5 (many more job opportunities than graduates available). Ratings grouped by major program titles tended to cluster around 'good' and 'very good': jobs are available for this year's college graduates, but some graduates may be unhappy with their options; however, graduates should be able to find gainful employment. A detailed breakdown of demand for graduates by reported majors is included. (SW)

ED 295 512 HE 021 296

composition of California freshman classes by family income and academic skill level for four-year public institutions, four-year independent institutions, and community colleges. (SM)

ED 295 525 HE 021 450

Neal, Donn C., Ed.
Consortia and Interinstitutional Cooperation.
American Council on Education, Washington, D.C.
REPORT NO.- ISBN-0-02-922510-8
PUB DATE- 88
NOTE- 215p.
AVAILABLE FROM- Macmillan Publishing Company, Front and Brown Streets, Riverside, NJ 08075 ($24.95).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; College School Cooperation; *Consortia; *Cooperative Programs; Government School Relationship; *Higher Education; Industry; Information Technology; *Institutional Cooperation; Library Services; Professional Development; Public Relations; Purchasing; School Business Relationship; *Shared Resources and Services; Technological Advancement
IDENTIFIERS- Risk Taking

Opportunities for cooperation in higher education are described in this book, particularly how institutional linkages through a consortium can help colleges and universities improve the quality of instruction, deal with rising costs, meet the demands of new institutional roles, and confront such challenges as incorporating new technologies. Ways are identified in which such interinstitutional cooperation can be vital and effective, and can help campus leaders and consortium directors find new ways to work together. Chapters and authors include the following: "Introduction: New Roles for Consortia" (Donn C. Neal); "The Third Party Role" (Frederick Baus); "Academic Programs" (Jackie M. Pritzen); "Professional Development" (Larry L. Rose); "Library Services and Information Technologies" (Richard H. Dunfee); "The Purchasing of Goods and Services" (Robert M. Briber); "Serving Business and Industry" (Garry J. DeRose); "A Partnership with Business" (John M. Bevan and Ann C. Baker); "School/College Collaboration" (Donn C. Neal); "Public and Government Relations" (John W. Ryan); "The Challenge of New Technology" (Diana T.

included. (LB)

ED 295 539 HE 021 468

Eble, Kenneth E.
The Craft of Teaching: A Guide to Mastering the Professor's Art. Second Edition.
REPORT NO.- ISBN-1-55542-088-5
PUB DATE- 88
NOTE- 267p.
AVAILABLE FROM- Jossey-Bass Publishers, 350 Sansome Street, San Francisco, CA 94104-1310 ($21.95).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Beginning Teachers; Classroom Techniques; *College Faculty; *College Instruction; Computer Assisted Instruction; Critical Thinking; Higher Education; *Instructional Improvement; Mentors; Student Motivation; Teacher Motivation; Teacher Student Relationship; *Teaching (Occupation); *Teaching Methods

An update of a 1976 classic on college teaching, this book offers insights and practical advice on such things as how students learn, classroom skills, and testing. This edition includes new chapters on critical thinking, motivating students and faculty, the impact of computer-aided instruction, and mentoring, as well as "myths" of teaching. Part 1, Teaching and Learning, covers the author's stance, the mythology of teaching, and getting students to think. In part 2, The Skills of Teaching, topics include: why the classroom; making classes work; the lecture as discourse; discussion; seminars, tutorials, advising, and mentoring; and teaching without teachers. The Grubby Stuff and Dirty Work of part 3 refers to textbooks, assignments, tests, grades, cheating, confrontations and other situations, and motivating students and faculty. In part 4, Learning To Teach, the focus is on preparing college teachers, and being a teacher. One hundred ninety references are included. (LB)

for these surveys is discussed, with attention to individual and family characteristics, community characteristics, parental education, occupation and income, and educational and occupational background. Final-year secondary school students who were to enter college were surveyed as well as college students. Background information on the Sudanese economy and educational system is included. (SW)

ED 295 553 HE 021 491

Aziz, Ungku A., Ed.; And Others
University Education and Employment in Malaysia. IIEP Research Report No. 66.
Malaya Univ., Kuala Lumpur (Malaysia).; United Nations Educational, Scientific, and Cultural Organization, Paris (France). International Inst. for Educational Planning.
SPONS. AGENCY- Norwegian Agency for Development Aid, Oslo.
PUB DATE- 87
NOTE- 296p.; Funding also provided by the Institute of Advanced Studies in Malaysia and ODA (United Kingdom). A study conducted as part of the IIEP research project on Higher Education and Employment. For related documents, see HE 021 489-493.
AVAILABLE FROM- International Institute for Educational Planning, 7-9, rue Eugene Delacroix, 75116 Paris, France.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Career Planning; *College Graduates; College Role; *Economic Factors; *Education Work Relationship; *Employers; *Employment Opportunities; Enrollment Influences; Foreign Countries; Higher Education; Job Satisfaction; *Job Skills; Labor Force Development; Labor Market; Occupational Aspiration; Questionnaires; Research Methodology; School Business Relationship; Skill Development
IDENTIFIERS- *Malaysia

The role of university education in Malaysia in meeting the needs of the economy and employers was studied. To explore the relationship between education and employment, attention was focused on population characteristics, the labor market, the education system, and the economic system. Four major research concerns were: reasons for pursuing higher education; the relevance, adequacy, and usefulness of the training provided in the

ED 295 566   IR 013 107

Zoller, Pierre-Henri
The Swiss Broadcasting Corporation (1953-1985): From Virtue to Realism.
PUB DATE- Jul 86
NOTE- 24p.; Paper presented at the International Television Studies Conference (2nd, London, England, July 10-12, 1986). Translated by Charles Harrison.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Historical Materials (060) Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Broadcast Industry; *Communications; Cultural Influences; Developed Nations; Economic Factors; Foreign Countries; *Government Role; History; Legislation; Political Attitudes; Productivity; *Programing (Broadcast); Public Service; *Realism; Social Influences; Technological Advancement; Telecommunications; Television Research; Values
IDENTIFIERS- Private Sector; *Switzerland

This discussion of the evolution of the Swiss Broadcasting Corporation (SSR) begins with a report issued in 1953 by a federal commission which strongly influenced the first 15 years of Swiss television. Noting that the Swiss government adopted most of the proposals made in the report, this paper indicates some of the decisions that the Federal Council took in the period from 1953 to 1981. A critique of a report issued in 1985, "The SSR on its way to the 90s," is then presented. This report is characterized as an essay in prospective strategy, which synthesizes in some 40 pages the thoughts of the General Director, Leo Schurmann, and concludes with four theses that purport to be a realistic and resolutely voluntaristic vision of the future of the SSR. Some hypotheses are offered on points that "SSR-90" does not address, and the paper concludes by situating the report in the wider ideological and technological context in which it takes its place. Most of the nine references provided are in French. (CGD)

ED 295 581   IR 013 174

Telecommunications Policy Research Conference. State Regulatory Strategies Section. Papers.
Telecommunications Policy Research Conference, Inc., Washington, DC.
PUB DATE- Sep 87
NOTE- 17p.; Papers presented at the Telecommunications Policy Research Conference (15th, Airlie, VA, September 27-30, 1987). For the conference program and additional papers, see IR 013 160-182.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Competition; *Incentives; Services; *State Agencies; *Telecommunications; *Telephone Communications Industry
IDENTIFIERS- *Regulatory Agencies; *State Regulation

Two papers consider state regulation of the telecommunications industry. The first paper, "Managing the Mixed Bag: Incentive Regulation at the State Level" (Gail Garfield Schwartz, Deputy Chairman, New York State Public Service Commission), describes New York State's regulatory policies in the broader context of the best ways for state regulators to address the problems caused by a growing and changing, yet still basically monopolistic telecommunications industry. It is noted that in New York, rate stability plans are in place which encourage the cutting of operating costs through higher rates of return. The second paper, "The Information Age--Leader or Follower" (Bailey M. Geeslin) (abstract only) argues that the traditional base rate of return regulation is not compatible with the enormous changes which have occurred recently in the telecommunications sector, including technological advances, significant governmental decisions, and competition in the industry. Changes in the regulatory structure are recommended to keep this nation from becoming a second-rate information based society. (Author/EW)

ED 295 582   IR 013 175

Telecommunications Policy Research Conference. Subsidies in Telephone Pricing Section. Papers.
Telecommunications Policy Research Conference, Inc., Washington, DC.
PUB DATE- Sep 87

assessment of psychological and social consequences. (MES)

ED 295 596 IR 013 247

Dixon, Victoria A.

An Investigation of Prior Sources of Difficulties in Learning University Computer Science.

PUB DATE- 25 Jun 87

NOTE- 36p.; Paper presented at the National Educational Computer Conference (Philadelphia, PA, June 25, 1987).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Academic Achievement; Cognitive Style; *Computer Science Education; Correlation; Higher Education; Hypothesis Testing; Mathematics Achievement; *Prior Learning

IDENTIFIERS- Error Analysis (Programing)

The background of 197 university students from four introductory computer science classes at the State University of New York at Buffalo was investigated to determine factors contributing to academic success or failure in computer science. A background questionnaire, a test of computer science concepts (reading a simple program, symbol manipulation, language constructs, and algorithmic processing), and a learning style inventory were administered. It was hypothesized that the study would find: (1) significant differences in achievement for those who have started the study of computing prior to high school, in high school, and at the college level (rejected); (2) a significant positive correlation between mathematics scores and self-perceived prior mathematics achievement and current achievement (accepted); (3) positive correlations between achievement and both the number of semesters of computer studies (rejected) and the length of programs written (accepted); (4) significant differences in achievement between students with different initial programming language experience (rejected); (5) significant differences in learning style preference and achievement (rejected); and (6) significant differences in learning style preference for students selecting computer science as a major (accepted). Error analysis was performed on responses, and test scores were compared with sources of learning. It was concluded that the greatest positive impact on achievement derives from early exposure to computers and length of programs written. (98 references). (MES)

cognitive-developmental theory, a cultural-communicational theory, and educational theory and practice are examined. (28 references) (MES)

ED 295 611 IR 013 263

Smith, Gary R.
An Authoring System Using Videodiscs.
PUB DATE- 4 Mar 88
NOTE- 31p.; Paper presented at the Annual Conference of the Michigan Association for Computer Users in Learning (Grand Rapids, MI, March 4, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Authoring Aids (Programing); *Computer Assisted Instruction; Computer Software; Higher Education; Instructional Design; *Interactive Video; Microcomputers; Teacher Education; Videodisks

Seven components of an authoring system for interactive computer-assisted instruction are described: (1) hardware, including a microcomputer, monitors, and a videodisc player; (2) videodiscs purchased for "repurposing," i.e., using frames of clips from the videodisc to illustrate the instructional program; (3) program options for the instructor; (4) the levels of questioning that can be used; (5) program options for the student; (6) output files which collect and profile the instructor's strategy and student responses; and (7) a manual for the student-author to use in preparing an interactive computer-assisted instruction module using the videodisc. Brief descriptions are provided of the users of the system, who are primarily graduate and undergraduate education students at Wayne State University (Michigan), and some general impressions of the system conclude this paper. Appendixes contain diagrams of system components, menu options, sample file profiles, and representative analyses of student response data. (MES)

ED 295 612 IR 013 264

ED 295 625 IR 013 335

Damarin, Suzanne K.
Issues of Gender and Computer Assisted Instruction. Symposium: Technological Equity: Issues in Ethics and Theory.
PUB DATE- Jan 88
NOTE- 8p.; In: Proceedings of Selected Research Papers presented at the Annual Meeting of the Association for Educational Communications and Technology (New Orleans, LA, January 14-19, 1988). For the complete proceedings, see IR 013 331.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cognitive Structures; *Computer Assisted Instruction; *Educational Research; Expert Systems; Feminism; *Instructional Design; Mathematics; Models; *Sex Bias; Sex Differences; *Womens Education
IDENTIFIERS- *Intelligent CAI Systems

This paper examines research on the education of women and girls from the perspectives of sex differences, gender differences, and feminist studies, with particular reference to the implications of the findings for the design of computer-assisted instruction systems. The four modules of the Ingelligent Computer-Assisted Instruction (ICAI) model--domain knowledge, student model, pedagogical knowledge, and interface--are then considered in light of the three perspectives, and a framework is developed for comparing, contrasting, and, in some cases, combining problems in instructional design with issues in the education of women and girls. (14 references) (EW)

ED 295 626 IR 013 336

Baker, Patti R.; Belland, John C.
Visual-Spatial Learning: Issues in Equity. Symposium: Technological Equity: Issues in Ethics and Theory.
PUB DATE- Jan 88

Fosnot, Catherine Twomey
The Dance of Education.
PUB DATE- Jan 88
NOTE- 28p.; In: Proceedings of Selected Research Papers presented at the Annual Meeting of the Association for Educational Communications and Technology (New Orleans, LA, January 14-19, 1988). For the complete proceedings, see IR 013 331.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cognitive Structures; *Educational Philosophy; Educational Principles; *Educational Theories; Elementary Secondary Education; Models; *Piagetian Theory; *Scientific Principles; Student Evaluation; Teacher Student Relationship
IDENTIFIERS- *Constructivism

This examination of the application of the products and processes of science to the field of education argues that education is entrenched in an outdated scientific mode--that of a Newtonian model--and proposes a more contemporary model of relativity which purports that wholes cannot be broken into parts, that variables are not isolatable but interrelated, and that change is a dance of interaction, organization, and adaptation. Piaget's early work in biology is explored and compared with his later work in cognitive structures. This later work is interrelated with the constructivist view, and this view is contrasted with empiricist and maturationist views of education. It is argued that a constructivist view of education requires learning to be child-centered, with the child constructing the knowledge and the teacher serving as a creative mediator. Finally, an example of the use of the constructivist approach in a K-2 classroom is given. The text is supplemented by two figures and 12 references. (EW)

ED 295 640 IR 013 350

Grabinger, R. Scott; Albers, Starleen
The Effect of CRT Screen Design on Learning.
PUB DATE- Jan 88
NOTE- 17p.; In: Proceedings of Selected Research Papers presented at the Annual Meeting of the Association for Educational

ED 295 654 IR 013 364

Morrison, Gary R.; And Others
Screen Density and Text Density: Getting More Out of Less with CBI.
PUB DATE- Jan 88
NOTE- 17p.; In: Proceedings of Selected Research Papers presented at the Annual Meeting of the Association for Educational Communications and Technology (New Orleans, LA, January 14-19, 1988). For the complete proceedings, see IR 013 331.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Assisted Instruction; Design Preferences; Education Majors; Higher Education; Instructional Design; *Instructional Effectiveness; Pretests Posttests; *Screens (Displays); *Time Factors (Learning); *Transfer of Training; Undergraduate Students
IDENTIFIERS- *Learner Control; Screen Format; *Text Density

This study compared the effects of computer and print text density on learning using 48 undergraduate teacher education majors as subjects. Three separate studies tested the effects of text density and presentation modes (print or computer), learner control, and screen density. Dependent variables for the first two studies--which were related--were differing types of learner achievement (knowledge, calculation, and transfer), lesson completion time, and learning efficiency. The study on screen density measured student preference. The data showed that low-density text was read faster and perceived as more sufficient than the same text presented in a print format. It was also found that when text density was used as a decision variable, learner control groups learned better than groups receiving standard materials. The results indicated that the less skilled readers typically selected high-density text while the skilled reader selected low-density text. Thus, it is suggested that text density could be used as an adaptive strategy with appropriate changes in text density throughout the lesson. The text is supplemented by three figures. (42 references) (EW)

Tessmer, Martin; Jonassen, David H.
A CBI Model for the Design of CAI Software by Teachers/Nonprogrammers.
PUB DATE- Jan 88
NOTE- 15p.; In: Proceedings of Selected Research Papers presented at the Annual Meeting of the Association for Educational Communications and Technology (New Orleans, LA, January 14-19, 1988). For the complete proceedings, see IR 013 331.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Computer Assisted Instruction; *Courseware; *Instructional Design; *Models; Programing; *Screens (Displays); *Teacher Developed Materials; Textbooks
IDENTIFIERS- Screen Format

This paper describes a design model presented in workbook form which is intended to facilitate computer-assisted instruction (CAI) software design by teachers who do not have programming experience. Presentation of the model is preceded by a number of assumptions that underlie the instructional content and methods of the textbook. It is argued that teachers will and should continue to design their own software, but should not have to learn programming in order to do so. Thus, teachers need to be taught only a few basic instructional events that suit the learning outcome and CAI strategy they use, and these basics can be taught through a tutorial workbook approach. It is suggested that, to be effective, teacher-designed CAI should be outcome-based, should include an introductory readiness for learning microstrategy, and can utilize off-screen activities. The seven-part instructional program used to teach the CAI model includes: (1) determination of the objective of the lesson; (2) a task analysis of the lesson; (3) classification of the learning outcomes of the lesson; (4) design of a readiness for learning strategy; (5) design of the CAI instructional component; (6) conversion of workbook program design into screen displays; and (7) a formative evaluation of the lesson via screen displays. Finally, the CAI model is briefly evaluated based on its use in a graduate education course at the University of Colorado at Denver. The text is supplemented by one figure. (8 references) (EW)

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- ISBN-0-937597-15-5
PUB DATE- 87
NOTE- 57p.
CONTRACT- 400-85-0001
AVAILABLE FROM- Information Resources Publications, 030 Huntington Hall, Syracuse University, Syracuse, NY 13244-2340 (IR-75, $6.50 plus $1.50 shipping and handling).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Tests, Questionnaires, Evaluation Instruments (160) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Databases; Literature Reviews; *Media Specialists; *Online Searching; Questionnaires; School Libraries; School Surveys; Search Strategies; Secondary Education; *Secondary School Students; *Teaching Methods; *Use Studies

This study assesses the role of online searching in school library media centers as it has been reported in the literature and also as seen in the results of a 1986 survey of school-based online providers and vendors. Although online searching in the school environment was not found to be broadly reported in the literature, the survey showed the topic was one of growing interest in schools across the country. Literature and survey findings are reported and compared in three major areas: (1) people: both students and library media specialists are doing online searching, media specialists receive their training in a variety of ways, and students are using online searching for class related topics and papers; (2) policies: there is little evidence in the literature on the establishment of policies for online access, while the survey showed current school policies to vary widely; and (3) practice: the results of the survey confirm the findings of the literature regarding widespread use of microcomputers (especially Apple), and use of specific networks and databases. An annotated 21-item bibliography of recently published materials which describe programs and provide guidelines for implementing online searching in the schools is provided as a locator for educators, administrators, and school library media specialists. Copies of the survey instruments for media specialists and for vendors are appended, as well as a list of the names, addresses, and telephone numbers of contact persons for the major vendors who work with school media specialists. (EW)

ED 295 696 JC 880 261

Native Hawaiian Community Colleges Advisory Council. Final Report.

Hawaii Univ., Honolulu. Office of the Chancellor for Community Colleges.

PUB DATE- 88
NOTE- 84p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Access to Education; *Affirmative Action; College Role; Community Colleges; Educational Needs; Employment Patterns; Enrollment Trends; Financial Problems; *Hawaiians; Minority Groups; Needs Assessment; School Community Relationship; *School Holding Power; Self Concept; *Student Needs; *Student Problems; Two Year Colleges; Vocational Education

Recent needs assessment reports show that Native Hawaiians are underrepresented in postsecondary education and in mid-level, supervisory, and white-collar occupations, and have higher than average dropout rates and lower than average basic skill levels. In February 1987, a study was conducted by the Native Hawaiian Community Colleges Advisory Council to assess the needs of Native Hawaiian students enrolled in vocational education programs at the University of Hawai'i Community Colleges. The study involved campus visitations; discussions with students, staff, and community members; a review of current literature; and an examination of existing data. The study identified seven barriers to educational access and success for Native Hawaiian students: (1) financial problems stemming from lack of information about financial aid, reluctance to disclose financial information, and difficulty filling out applications; (2) personal problems and a concomitant reluctance to speak to counselors; (3) inadequate childcare; (4) insufficient community outreach by the colleges; (5) poor self-image and a sense of alienation in the college environment; (6) a non-supportive campus environment; and (7) inadequate student assessment and monitoring mechanisms. Based on study findings, recommendations were made for improving educational services. Appendixes provide a model for student retention in vocational programs; an outline of findings concerning problems, needs, and issues; tables illustrating the underrepresentation of Native Hawaiians in specific occupations; retention and program completion data by ethnicity; and technical recommendations for data

materials, public services, cultural resources, soils, hydrology, and other possible effects; and several letters in support of the facility. (MDB)

ED 295 710 JC 880 278

Update of Community College Transfer Student Statistics, Fall 1987. University of California, the California State University, and California's Independent Colleges and Universities. Commission Report 88-15.

California State Postsecondary Education Commission, Sacramento.

PUB DATE- Mar 88

NOTE- 59p.; For the fall 1986 report, see ED 285 632.

AVAILABLE FROM- Publications Office, California Postsecondary Education Commission, 1020 Twelfth St., Third Floor, Sacramento, CA 95815-3985.

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)

DESCRIPTORS- Academic Achievement; Age; Asian Americans; Black Students; *College Transfer Students; *Community Colleges; Comparative Analysis; *Enrollment Trends; *Ethnic Groups; Females; Graduation; Higher Education; Majors (Students); Males; Mexican Americans; State Colleges; State Surveys; State Universities; Trend Analysis; *Two Year College Students

IDENTIFIERS- *California

Since 1978, annual studies have been conducted of the flow of transfer students from the California community colleges to the University of California and the California State University (CSU). The studies have focused on trends in the numbers of transfers and the ethnicity, majors, and age of transfer students. Findings from the study of fall 1987 transfers, which included fall-term data from California's regionally accredited independent colleges and universities, indicated that: (1) 5,465 students transferred from the community colleges to the UC system, a 12.5% increase over the previous year and the largest total number of transfers to the UC since 1979; (2) transfers to the CSU system increased 1.8% over fall 1986 to reach a total of 28,252 students; (3) transfers to private colleges and universities grew by 26% over the prior year, representing a total of 8,086 students; (4) 22% of the baccalaureate degrees awarded by the UC in 1985-86 and 50% of those awarded by the CSU went to community college transfer students; (5)

Whites (2.57) or Asians (2.99). Detailed study findings and the survey instruments are appended. (EJV)

ED 295 723 JC 880 306

Dincher, J.; Flaherty, A.
Follow-Up Study of 1986 Nursing Graduates. Volume XVI, No. 12.
William Rainey Harper Coll., Palatine, Ill. Office of Planning and Research.
PUB DATE- 2 May 88
NOTE- 35p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *College Graduates; Education Work Relationship; *Employment Patterns; Followup Studies; Graduate Surveys; *Job Satisfaction; *Nurses; *Nursing Education; Outcomes of Education; *Participant Satisfaction; Program Evaluation; Questionnaires; Salaries; Student Characteristics; Two Year College Students; Vocational Followup

In spring 1987, a follow-up study of nursing program graduates was conducted at William Rainey Harper College (WRHC) to examine employment patterns, further education plans, and graduates' evaluation of particular aspects of their WRHC experience. Questionnaires were mailed to 112 nursing students who graduated with an associate degree in 1986. Study findings, based on a 67% response rate included the following: (1) of the 59% of the respondents employed full time and the 37% employed part time, only 6.7% were in employment situations not of their choosing; (2) the nursing graduates felt well prepared in technical job skills, job knowledge, and communication skills, but did not feel well prepared with respect to job search skills and managerial skills; (3) the mean salary was just over $21,000; (4) among those employed in nursing-related fields, 24% were working in surgery, 16% in geriatrics, 13% in medicine, 9% in pediatrics, and 9% in psychiatric care; (5) 72% worked in a hospital environment, while 15% were employed in an extended care facility; (6) the median length of time in their present jobs was 11 months; (7) 39% worked days, 28% evenings, 26% nights, and 7% on rotating shifts; (8) 6% were enrolled in college at the time of the survey, and 55% planned to return to college at some time; and (9) almost 90% of the graduates never used a computer while at WRHC. Detailed study

disability programs of the Southern New England Telephone Company; (8) the total economic impact of parental leave; (9) findings of the General Accounting Office's investigation and its critique of the U.S. Chamber of Commerce's estimates; (10) economic trends tending to justify the Act; (11) experiences of employed parents confronted with the serious disability, illness, or injury of a child; (12) Ronald McDonald Houses providing temporary lodging and support to families of critically ill or injured children receiving medical treatment; (13) legislative priorities of several Northeastern states sponsoring provisions similar to those of the Act; and (14) effects of the legislation if enacted into law. Included in the text are many letters and position papers from heads of businesses, unions, and associations opposing or favoring the Act. (RH)

ED 295 736   PS 017 388

Parental and Medical Leave Act of 1987. Hearings on S.249 To Grant Employees Parental and Temporary Purposes, before the Subcommittee on Children, Family, Drugs and Alcoholism of the Committee on Labor and Human Resources. United States Senate, One Hundredth Congress, First Session. Part 2 (Los Angeles, California, July 20, 1987; Chicago, Illinois, September 14, 1987; Atlanta, Georgia, October 13, 1987; Washington, D.C., October 29, 1987).

Congress of the U.S., Washington, D.C. Senate Committee on Labor and Human Resources.

REPORT NO.- Senate-Hrg-100-438-Pt-2
PUB DATE- 88
NOTE- 692p.; For Part 1, see PS 017 387.
LANGUAGE- English
EDRS Price - MF04/PC28 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Adoption; Birth; Cost Estimates; Diseases; Economic Factors; *Employed Parents; *Employee Attitudes; *Employer Attitudes; *Employment Practices; *Family Problems; Federal Government; Federal Legislation; *Fringe Benefits; Hearings; State Legislation; State Programs
IDENTIFIERS- *Employment Security; Mandatory Programs

Hearings were held in California, Illinois, Georgia, and Washington, D.C., to receive testimony concerning the Parental and Medical Leave Act of 1987, a bill intended to promote the economic security of many families by providing job-protected leave for parents upon the birth, adoption, or serious illness of a child, Chapters 5, 6, 7, 8, and 9 describe characteristics of contact schools for each zone. Chapter 10 provides a survey of the presence of these characteristics in each of the 12 schools. Chapter 11 discusses results of research on the manner in which school improvement was achieved. Chapter 12 offers conclusions. Appendices provide related survey materials and brief profiles of the contact schools. (RH)

ED 295 750 PS 017 416

Sivirine, Jean-Michel
Innovation in Primary Education: Final Conference (Nice, France, November 30-December 2, 1987). General Report.
Council for Cultural Cooperation, Strasbourg (France).
REPORT NO.- CDCC-DECS/EGT-88-14
PUB DATE- 12 Apr 88
NOTE- 56p.; For related documents, see PS 017 402-406 and PS 017 415-417.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Educational History; *Educational Innovation; *Elementary Education; Foreign Countries; Models; Program Descriptions; *Program Evaluation; Public Education; *School Administration; *Self Evaluation (Individuals)
IDENTIFIERS- Council for Cultural Cooperation (France); Council of Europe (France); Theoretical Analysis

The final conference of the Council for Cultural Co-operation's Project No. 8 on "Innovation in Primary Education in Europe" was held in Nice, France from November 30 to December 2, 1987. Involving approximately 120 participants, the conference brought together delegates from the Council's member states, representatives of the Standing Conference of Local and Regional Authorities of Europe, and observers from the host country, non-member states, and other international institutions and international non-governmental organizations. Contents of this general report of the project's final conference provide: (1) a statement of the aims of the conference and the conduct of the proceedings; (2) a description of Project No. 8 and its historical background; (3) a summary of conference speeches concerning, first, the presentation of the project's final report and, second, external assessment and self-assessment in the school education system; and (4) a synopsis of discussions and conclusions of

ED 295 764 RC 016 600

Kite, Julian M.
How NCTE Can Best Help the Rural Language Arts Educator in Rural America.
PUB DATE- Nov 87
NOTE- 10p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (77th, Los Angeles, CA, November 20-21, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Curriculum Development; Elementary Secondary Education; Financial Support; Individual Instruction; Internship Programs; *Language Arts; *Rural Education; Rural Environment; *Rural Schools; Salaries; Small Schools; Student Needs; *Teacher Education; Teacher Placement; Teacher Qualifications; *Teacher Role
IDENTIFIERS- National Council of Teachers of English

Two areas--understanding what rural education is and what its real needs are--are critical in preparing educators, specifically language arts educators, for a rural setting. Although the problems facing these teachers are many, minimal preparation and training at the college level deal with the rural setting. Mainly due to funding, modern technology and resources are not generally available--and the rural language arts teacher must be more imaginative, have more initiative, and be able to work with people, for a class to be successful. Salary (often below the norm), location (frequently isolated), and role (the rural educator must often perform many functions) also have an effect. The rural educator may only have a few who want/need advanced courses, resulting in a narrow curriculum and more pressure to individualize instruction for these students. Schools often stick with the traditional, and are wary of new teachers with different ideas. The following may be useful in meeting the needs of rural educators: establishing university contact persons interested in developing rural education; area consortiums of rural language arts teachers; advisory boards at the state, local, and federal levels; incentives, grants, and programs; technology sharing; computer networking; and working with rural organizations. (JMM)

ED 295 379 EC 202 817

Fine, Elaine
Are We Preparing Our Learning Disabled Adolescents to Cope with Social Issues?
PUB DATE- Dec 87
NOTE- 17p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adolescents; *Controversial Issues (Course Content); Critical Thinking; Current Events; Daily Living Skills; *Learning Disabilities; *Mild Disabilities; Secondary Education; Secondary School Curriculum; *Social Attitudes; *Social Cognition; Social Problems; Social Studies; Surveys

Junior and senior high school social studies teachers and teachers of the mildly handicapped (primarily learning disabled) in New Jersey (N=195) responded to a social issues survey. For each of 14 social issues, they were asked to indicate the frequency with which the issue was included in the instructional program, its importance, their own level of comfort with the issue, and the extent to which they felt prepared to discuss it with students. Issues rated were minority rights, substance abuse, women's rights, nuclear weapons, social welfare, child abuse, world hunger, military draft, teenage pregnancy, abortion, prayer in school, censorship, cults, and the Ku Klux Klan. Results indicated that neither special nor regular education teachers in junior or senior high school present social issues often, but that special education teachers present them even less frequently. Special educators did, however, report presenting four issues more frequently than others: substance abuse, child abuse, teenage pregnancy, and social welfare programs. Current events and responding to student questions (rather than structured lessons) were cited most frequently as the ways in which social issues were addressed. (JW)

ED 295 380 EC 202 818

ED 295 393 EC 202 832

Jordan, June B., Ed.; Zantal-Wiener, Kathy, Ed.
Special Education Yearbook, 1987.
Council for Exceptional Children, Reston, Va.; ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- ISBN-0-86586-178-1
PUB DATE- 88
NOTE- 236p.; Tables may not reproduce well. Some tables contain small print. For the 1986 edition, see ED 282 380.
CONTRACT- 400-84-0010
AVAILABLE FROM- Council for Exceptional Children, Publication Sales, 1920 Association Dr., Reston, VA 22091 ($25.00, $21.25 member price; Publication No. 323).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Descriptive (Program/Project Descriptions) (141) Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Awards; Compliance (Legal); *Court Litigation; *Disabilities; Early Childhood Education; *Educational Policy; Elementary Secondary Education; *Federal Legislation; *Federal Programs; Financial Support; Government Role; Incidence; *Special Education; State Standards
IDENTIFIERS- Regular and Special Education Cooperation

The yearbook provides special education information including federal and state policy actions; important reports; statistical data on exceptional students served and personnel employed; and directory listings of key offices, officials, and organizations concerned with special education. In general, the yearbook covers reports issued from July 1986 through June 1987. The yearbook is organized into five main sections. General information includes information on federal legislation; judicial decisions; the executive summary of the ninth annual report to Congress on the implementation of the Education of the Handicapped Act, Volume 1987; funding priorities; a joint statement on the relationship between special education and general education; and special education in Canada. The next section, on early childhood special education, includes excerpts from a report on handicapped children in Head Start. Section III contains U.S. statistics on exceptional children served. The fourth section reports on annual awards. The

SPONS. AGENCY- Illinois State Dept. of Mental Health and Developmental Disabilities, Springfield.; Illinois State Dept. of Rehabilitation Services, Springfield.; Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 88
NOTE- 140p.; For volumes 1 and 2, see ED 291 171-172. Additional support was also provided by the Governor's Planning Council on Developmental Disabilities.
CONTRACT- 300-85-0160
GRANT- STILMIDOR-GPC-MHD983
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adults; Compensation (Remuneration); Demography; Employer Attitudes; *Employment Potential; *Mental Retardation; Parent Attitudes; Program Costs; Program Implementation; *Qualifications; *Role Perception; State Programs; *Vocational Rehabilitation
IDENTIFIERS- Illinois; *Job Coaches; *Supported Work Program

The document describes the role of the job coach as the key facilitator of community employment for mentally retarded persons. Three case studies evaluate three programs associated with the Illinois Supported Employment Program to identify the real and perceived duties of the job coach. An introductory article by Frank Rusch and others is titled: "Supported Employment in Illinois: Economics, Industry and the Disabled Worker." The paper examines the job coach role, presents survey results showing qualifications desired by Illinois agencies in potential job coaches, compares these qualifications to those of job coaches actually hired, and provides information about average job coach salaries and turnover rate. Finally demographics and costs of implemented supported employment programs are considered. Each of the case studies is presented in terms of the community, the agency, the supported employment program, the demographics of the job coach, the organization of the position, and the role of the job coach (including task analysis, direct training, recording data, and on-site job development). This is followed by a discussion of the perceptions of job coach duties by key stakeholders (program coordinators, employers, co-workers, agency employees, parents, and workers). Implications of the case study findings for direct training, stakeholder perceptions, organization of the position, and professionalization of the role are drawn. (DB)

ED 295 422 FL 016 596

Reyes-Cairo, Orlando M.
Teaching Hispanic Culture to Criminal Justice Personnel.
PUB DATE- Apr 86
NOTE- 12p.; In: Proceedings of the Fifth Annual Eastern Michigan University Conference on Languages for Business and the Professions (see FL 016 586).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Alcoholism; Comparative Analysis; *Correctional Institutions; *Cultural Awareness; Culture Conflict; Drug Abuse; Family Relationship; Health Services; Higher Education; *Hispanic American Culture; *Institutional Personnel; *Languages for Special Purposes; Paralinguistics; Probation Officers; Professional Training; Second Language Instruction; Spanish Speaking; Workshops

A course in comparative Hispanic/American culture was developed for a criminal justice training center to provide exposure to Hispanic cultural norms to local criminal justice workers. The participants included employees in the fields of adult probation, health care, and alcohol and drug programs. Hispanic participants provided a valuable perspective and anecdotal reinforcement, from their own experiences, of the materials presented. The series of workshops took an anthropological view of culture and focused on current cultural patterns that would be significant for individuals dealing with Hispanics in everyday situations. Topics of discussion included ethnicity, religion, family relationships, machismo and the female role, time consciousness, attitudes toward the law, philosophy of life, personal space, and physical contact. Comparison between Hispanic and Anglo cultural patterns were encouraged. Course attendance and active participation were found to be very good, participant evaluations were very positive, and the participants often asked to discuss situations of current interest to them at work. (MSE)

ED 295 423 FL 016 597

Hendrickson, James M.
Medical Spanish: A Functional Approach.

ED 295 436 FL 016 610

Zuck, Joyce G.
The Wall Street Journal Report: Basis for a Model Program in Business English.
PUB DATE- Apr 86
NOTE- 17p.; In: Proceedings of the Fifth Annual Eastern Michigan University Conference on Languages for Business and the Professions (see FL 016 586).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Business English; Discourse Analysis; English (Second Language); *English for Special Purposes; Higher Education; Media Selection; *Periodicals; Second Language Instruction; *Television; Vocabulary Development
IDENTIFIERS- *Wall Street Journal Report

One successful model for instruction in English as a second language (ESL) takes its core texts from a single recurring publication or broadcast. The use of one periodical maximizes the opportunity to become familiar with the format, topics, and common story genres or scripts. Script theory, which views texts as answers to predictable questions based on script type, builds on the predictable periodical format. In the case of one business ESL course, the periodical used is the weekly business-related television program, the Wall Street Journal Report (WSJR). The program's structure is consistent, and the different types of scripts give predictable kinds of content that can be analyzed in class. The students, with the teacher's guidance, can help select the segments to be used in class, and can be required to look for related texts from other sources. The finding and synthesizing of other texts is an active and rewarding learning task for the students. The headline for each story can be used for discussion of the text's focus or perspective, and vocabulary learning can be organized by script type, topic, or attitude conveyed (e.g., tentativeness or controversial nature of the topic). These texts are also good sources of idioms. (MSE)

ED 295 451 FL 016 625

Rusterholz, Barbara Lomas
Reading Strategies for Business Foreign Language Class.
PUB DATE- Apr 86
NOTE- 25p.; In: Proceedings of the Fifth Annual Eastern Michigan University Conference on Languages for Business and the Professions (see FL 016 586).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Business Administration; *Business Communication; Classroom Techniques; College Students; Educational Objectives; Higher Education; *Languages for Special Purposes; Language Skills; Problem Solving; *Reading Instruction; Reading Materials; *Reading Strategies; Second Language Instruction; Skill Development

Foreign language reading should be taught to students of business language because (1) it will provide skills necessary for them to keep informed about current events in their country of expertise, and (2) research suggests that development of receptive language skills can result in improvement of productive skills. Pre-reading, reading, and post-reading strategies can be used to improve students' ability to deal with texts and to use existing knowledge for better comprehension. Pre-reading activities can fill in some gaps in background knowledge and develop the conceptual schemata or structures for new information. Reading activities develop skills in skimming, scanning, and extensive and intensive reading, and can easily be adapted to business-related materials. Post-reading activities promote synthesis, stimulating students to move beyond the text and apply their knowledge. Good reading strategies will give students the tools to continue to teach themselves after graduation. (MSE)

ED 295 452 FL 016 626

PUB DATE- Mar 88
NOTE- 15p.; Paper presented at the Annual Meeting of the Teachers of English to Speakers of Other Languages (22nd, Chicago, IL, March 8-13, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Classroom Communication; College Instruction; *Educational Research; *English (Second Language); *Ethnography; Higher Education; *Language Research; *Research Methodology; Second Language Instruction; Second Language Learning
IDENTIFIERS- Massachusetts (Boston); *Solomon Islands

A discussion of ethnographic research methods in language learning research focuses on what is involved in good descriptive and analytic ethnographic research and the value of the approach in the study of English as a second language (ESL). A basic definition of ethnography is offered, some key research principles are identified, and the principles are illustrated in two research projects. The studies are (1) an analysis of the factors that produce, constrain, shape, and explain discourse patterns in the ESL classroom, using a university-level ESL classroom in Boston; and (2) an investigation of children's language learning and socialization practices in the Solomon Islands. (MSE)

ED 295 467 FL 017 408

Marshall, David F.
Foreign Reactions to American Concerns about the English Only Amendment.
PUB DATE- Mar 88
NOTE- 22p.; Paper presented at the Annual Meeting of the Teachers of English to Speakers of Other Languages (22nd, Chicago, IL, March 8-13, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *English; Foreign Countries; *Language Attitudes; *Official Languages; *Political Influences; *Public Policy; *Scientists
IDENTIFIERS- Australia; Belgium; Canada; China; England; India; Philippines; *United States; West Germany

Saltzman, Shelley A.
Student-Inspired Revision.
PUB DATE- 11 Mar 88
NOTE- 26p.; Paper presented at the Annual Meeting of the Teachers of English to Speakers of Other Languages (22nd, Chicago, IL, March 8-13, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Authors; Class Activities; Classroom Techniques; *English (Second Language); Imitation; Models; *Revision (Written Composition); Second Language Instruction; Student Motivation; Textbooks; Writing Exercises; *Writing Instruction
IDENTIFIERS- Russell (Bertrand)

A teacher of writing in English as a second language shares techniques and exercises that have inspired students to revise the rhetoric, vocabulary, and grammar of their own writing. They include: having students write about an unfamiliar classmate and having the classmate check the description for accuracy; distributing a model essay (Bertrand Russell's "What I Have Lived For" has worked particularly well) immediately after the first class essay is written; pairing students to write and exchange outlines on one of two topics (money or responsibility); comparison of commonly used introductions; providing students with essays giving a point of view opposed to their own, or additional relevant information about their topics; explaining the difference between connotation and denotation; discussing how to reword an emotional claim; explaining points of grammar, especially those that appear to be confusing students; making an analogy between writing and painting; setting an example by overtly reworking one's own writing; and showing the students successive drafts of works they have read, or works written and revised by other students. Convincing essays and articles about the revision process, geared to the student, are noted. (MSE)

ED 295 483 FL 017 426

Wylie, Grace Scott
American Holidays: Culture and Language Learning Combined.
PUB DATE- Mar 88
NOTE- 19p.; Paper presented at the Annual Meeting of the Teachers of English to Speakers of Other Languages (22nd, Chicago, IL, March

PUB DATE- Mar 88
NOTE- 13p.; Paper presented at the Annual Meeting of the Teachers of English to Speakers of Other Languages (22nd, Chicago, IL, March 8-13, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrative Organization; Case Studies; *College Credits; *Departments; Elective Courses; *English (Second Language); Higher Education; *Intensive Language Courses; Land Grant Universities; Program Administration; *Program Development
IDENTIFIERS- *Utah State University

The rationale and process for creating a credit-bearing intensive English program (IEP) at Utah State University, a land-grant institution with about 1,000 foreign students, are described. The program evolved from an intensive English language institute whose proficiency-granting process became tedious for staff and administrators. As a result, the proficiency exam previously used was abolished and the program was set up for monitored, gradual, and controlled student passage through intensive English courses and into the full-time university degree program. For budgetary reasons, the program was moved to the Language Department, where the courses began to receive 100 and 200 level undergraduate, elective credit for each of the five courses at all four levels. Arguments of the administration against granting full credit were countered with support from foreign language, English, and other faculty. Curricula were written, and with the advent of a new dean, the program was separated from the Language Department and granted separate academic program status. Additional administration support and challenge has included the invitation for IEP faculty to become involved in research and moves to make the instructors regular faculty members. The program benefits by its credit-bearing status in a number of ways. (MSE)

ED 295 499 FL 017 451

Bolton, John K.
The Departmentalization of the ESL Program.
PUB DATE- Mar 87
NOTE- 24p.; Paper presented at the Annual Meeting of the Teachers of English to Speakers of Other Languages (21st, Miami, FL, March 1987).

Hutchings, Patricia
Six Stories: Implementing Successful Assessment.
American Association for Higher Education, Washington, D.C.
PUB DATE- Jun 87
NOTE- 21p.; Paper presented as part of a resource packet for the National Conference on Assessment in Higher Education (Denver, CO, June 14-17, 1987) and collected as part of the American Association for Higher Education Assessment Forum.
AVAILABLE FROM- AAHE Assessment Forum, One Dupont Circle, Suite 600, Washington, DC 20036 (resource packet of five papers: $15.00).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; *College Students; *Educational Assessment; Educational Objectives; Higher Education; *Outcomes of Education; Program Effectiveness; State Colleges; *Student Evaluation; Success
IDENTIFIERS- *AAHE Assessment Forum; Clayton State College GA; *College Outcomes Assessment; James Madison University VA; Kean College of New Jersey; Kings College PA; Rhode Island College; State University of New York Coll at Plattsburgh

Experiences with assessment at the following six diverse institutions are described: Clayton State College (Georgia), James Madison University, Kean College of New Jersey, King's College (Pennsylvania), Rhode Island College, and State University of New York (SUNY) College at Plattsburgh. Rhode Island College generates a personal learning plan for each new student using entry-level assessment of student abilities, attitudes, aspirations, financial aid needs, and high school achievements. SUNY, Plattsburgh, designed an Academic Development Survey to examine student study patterns, faculty-student interaction, and value and attitude development. James Madison University attempts to link outcomes to environmental factors (e.g., the relationship between student leadership activities and academic achievement). King's College has a number of assessment activities, including the American College Testing program, capstone assessments in the major, and alumni surveys. Clayton State College identified eight learning outcomes and established criteria for assessing them. At Kean College the initial value added orientation evolved to a concept of outcomes assessment. (SW)

Strange); "Consortia as Risk-Takers" (Jon W. Fuller); "The Limits of Cooperation" (Donald A. Johnson); and an annotated bibliography (Mark W. Poland). Sixty-eight references are included. (LB)

ED 295 526 HE 021 451

Lipschutz, Susan S.

Improving the Climate for Graduate Education at a Major Research University.

PUB DATE- May 88

NOTE- 5p.

AVAILABLE FROM- Council of Graduate Schools, One Dupont Circle, N.W., Suite 430, Washington, DC 20036-1173.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Journal Articles (080) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Educational Improvement; *Educational Quality; Graduate School Faculty; Graduate Students; *Graduate Study; *Higher Education; Institutional Role; Instructional Effectiveness; *Organizational Climate; Program Effectiveness; Research Universities; School Effectiveness; Teacher Effectiveness; *Teacher Student Relationship

IDENTIFIERS- *Excellence in Education; University of Michigan

The graduate school at the University of Michigan (UM) is seeking to identify the characteristics of a high quality graduate education, taking into account various aspects of quality that are susceptible to numerical analysis as well as those that are not. Contemporary research universities are composed of many autonomous spheres (undergraduate and graduate education, professional education, and faculty research). Analysis shows that the spheres are interconnected, so when the climate for intellectual exchange is improved in one, others can be enhanced, improving also the sense of intellectual community of an entire university. The UM analysis produced focuses on factors which contribute to excellence in graduate education: academic potential of the students; numbers and capacities of the faculty; professional relationship between faculty and graduate students; the amount and nature of teaching done by graduate students; the academic culture of a department; student counseling about career goals; and depth, cohesiveness, and breadth of the curriculum. The UM Rackham School of Graduate Studies offers awards to outstanding teaching assistants and for distinguished dissertations, sponsors symposia and other programs

Howard, Edrice Marguerite, Ed.
Academic Year Abroad. 1988-89.
Institute of International Education, New York, N.Y.
REPORT NO.- ISBN-87206-155-8
PUB DATE- 88
NOTE- 743p.
AVAILABLE FROM- Institute of International Education, 809 United Nations Plaza, New York, NY 10017 ($19.95).
LANGUAGE- English
EDRS Price - MF04/PC30 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Adult Students; *College Programs; College Students; Disabilities; Foreign Countries; Higher Education; Instructional Student Costs; *International Programs; Noninstructional Student Costs; Program Descriptions; Second Languages; Student Costs; Student Financial Aid; *Study Abroad; *Travel; Tuition

This directory of study-abroad programs provides information on over 1,500 postsecondary study programs that take place in countries other than the United States during the academic year. An introductory section describes the organization of the listings (which provide program sponsor and name, location, dates, subjects, credit, eligibility, instruction, highlights, costs, housing, deadline and contact). A chapter on planning for study abroad discusses: researching the options (language proficiency, geographic location, the third world, disabled students, and adult learners); educational choices (types of programs, sponsorship by consortia, direct enrollment, vacation study programs, internships, and voluntary service projects); finances (scholarships and work abroad); travel and living (laws and customs; accommodations; passports, visas and vaccinations; medical insurance and other health concerns; and transportation); and programs administered by the Institute of International Education (IIE). Program listings are divided into two major sections: programs sponsored by accredited U.S. colleges and universities; and programs sponsored by non-U.S. colleges and universities, language schools, and other U.S. and foreign organizations. Within each section, program listings are divided into the following categories: worldwide; Africa, south of the Sahara; Asia and Oceania; Europe; Middle East and North Africa; and the Western Hemisphere. Two appendices provide a list of consortia and a summary of the U.S. study-abroad census. Two indexes, by sponsoring institution and by field of study, conclude the book. (KM)

education system to the world of work; ways to correct inadequacies and inconsistencies in the system to address the needs of the world of work; and limitations of the education system in rectifying the education-employment maladjustments. Additional topics of study included: the role of career guidance, the occupational expectations of students, factors that make a job satisfying to the students and graduates, the alternatives for formal education for meeting the needs for skills, and the possibility of cooperation between employers and universities in the production of skilled manpower. Information on the choice of study methodology and the sampling design is included, and questionnaires for sixth-form students, undergraduates, graduates, and employers are appended. A five-page bibliography is included. (SW)

ED 295 554 HE 021 492

Arcelo, Adriano A.; Sanyal, Bikas C.
Employment and Career Opportunities after Graduation: A Study on the Transition from College to Work in the Philippines. IIEP Research Report No. 61.
United Nations Educational, Scientific, and Cultural Organization, Paris (France). International Inst. for Educational Planning.
SPONS. AGENCY- Canadian International Development Agency, Ottawa (Ontario).; Norwegian Agency for Development Aid, Oslo.
PUB DATE- 87
NOTE- 256p.; A study conducted as part of the IIEP research project on Higher Education and Employment. For related documents, see HE 021 489-493.
AVAILABLE FROM- International Institute for Educational Planning, 7-9, rue Eugene Delacroix, 75116 Paris, France.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Career Choice; *College Graduates; *Economic Climate; *Education Work Relationship; *Employment Opportunities; Foreign Countries; Higher Education; *Income; Public Policy; Student Attitudes; Student Characteristics; Unemployment
IDENTIFIERS- *Philippines

The experiences of college graduates in the Philippines in obtaining employment were studied based on the responses of 1,284 students (out of a sample of 2,598). Findings on an earlier study--Higher Education and the Labour Market (HELMS I)--are summerized. For the current study (HELMS II), information is

ED 295 567 IR 013 160

Telecommunications Policy Research Conference 1987. Program and Keynote Address by Morris Tanenbaum.

Telecommunications Policy Research Conference, Inc., Washington, DC.

SPONS. AGENCY- Benton Foundation, Washington, DC.; John and Mary R. Markle Foundation, New York, N.Y.; National Science Foundation, Washington, D.C.; National Telecommunications and Information Administration, Washington, DC.

PUB DATE- 27 Sep 87

NOTE- 21p.; Program and Keynote Address of the Telecommunications Policy Research Conference (15th, Airlie, VA, September 27-30, 1987). For the conference papers, see IR 013 161-182.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Collected Works - Proceedings (021)

DESCRIPTORS- *Conferences; *Media Research; *Public Policy; *Technological Advancement; *Telecommunications

Panelists, discussants, and speakers at the 20 sessions of this three-day conference on telecommunications policy research are listed under the appropriate sessions in this conference program, as well luncheon and dinner speakers. Topics addressed by the various sessions include: federal regulatory policies and technical change in telecommunications (keynote speaker, Morris Tanenbaum); international comparisons (Europe, Pacific Basin); alternatives to rate of return regulation; future of cable television; capital recovery; media concentration and the First Amendment; standards and standardization; communication and future employment trends; audience research; developing a national information infrastructure; broadcast deregulation; telecommunications and growth in developing countries; impacts of telephone deregulation; the changing scope and structure of telecommunications and its effect on government and industrial organizations; competition in telecommunications; state regulatory strategies; subsidies in telephone pricing; research and development in a post-divestiture world; future of the telecommunications network; and policy development in telecommunications. The text of the keynote address presented at the opening plenary session by Morris Tanenbaum, the vice-chairman of AT&T, is included in this document. (CGD)

ED 295 568 IR 013 161

NOTE- 98p.; Papers presented at the Telecommunications Policy Research Conference (15th, Airlie, VA, September 27-30, 1987). For the conference program and additional papers, see IR 013 160-182.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Grants; *Low Income Groups; *Rural Areas; Tables (Data); *Telephone Communications Industry; *Telephone Communications Systems
IDENTIFIERS- *Illinois; Pricing; *Rural Electrification

Three papers consider the provision of telephone service to rural and/or low income customers. The first paper, "An Analysis of Telephone Penetration" (Alexander Belinfante), analyzes the relationship between telephone penetration (the proportion of households with phone service) and prices, household income, and other factors. This study found that the majority of households without telephone service are low income, and it is suggested that subsidies or some other form of special consideration are needed for these households. Twelve tables and two graphs displaying the data for the study are appended. The second paper, "The Illinois Lifeline Experience: Using Value of Service To Implement Universal Service" (Perry J. Pockros), tracks the development of a targeted lifeline subsidy to low-income households as part of a locally measured service restructuring agreement in Chicago and eastern Illinois, and considers various subsidy proposals for their likely impact on subscription level. The third paper, "Telephone Subsidization in Rural Areas" (Joseph P. Fuhr), examines the history of the Rural Electrification Administration (REA) in the telephone industry, the structure of rural telephone companies and their customers, and the subsidies that REA borrowers have received and continue to receive. Finally, the paper examines the future of the rural telephone company and develops some policies which would help achieve universal telephone service. (Author/EW)

ED 295 583 IR 013 176

Telecommunications Policy Research Conference. R&D in a Post-Divestiture World Section. Papers.
Telecommunications Policy Research Conference, Inc., Washington, DC.
PUB DATE- Sep 87
NOTE- 99p.; Papers presented at the Telecommunications Policy

ED 295 597 IR 013 249

Lykos, Peter
The 'E' in ICCRE.
PUB DATE- Jun 85
NOTE- 11p.; Paper presented at the International Conference on Computers in Chemical Research and Education (7th, Garmisch-Partenkirchen, West Germany, June 10-14, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Accreditation (Institutions); *Chemistry; *Computer Assisted Instruction; Higher Education; *Professional Associations; *Science Instruction
IDENTIFIERS- *American Chemical Society

This study of the role of the American Chemical Society (ACS) in chemistry education begins by discussing the lack of computer-based enhancements in the study of chemistry and goes on to describe ACS efforts to deal with this problem, including a member survey, formation of the Computer Secretariat to coordinate computer-related activities within the ACS, establishment of a network for electronic conferencing, symposia dealing with computers in chemistry, newsletters, and teacher workshops. A bachelor's program at Southern Methodist University in which chemistry majors can pursue a minor in computer science is described. Interaction between the ACS and the Mathematical Association of America to determine how the capabilities of computers have changed the mathematics skills needed by chemistry students and a plan to make Chemical Abstracts and CAS ONLINE available to schools at discounted rates are also noted. The ACS bachelor's degree approval program is discussed, and a section on computers in chemistry which is appended to the ACS Guidelines for Approval of Bachelor's Programs is attached. (MES)

Computer Courseware Evaluations. January 1987 to December 1987. Volume VII.

Alberta Dept. of Education, Edmonton. Student Programs and Evaluation Div.

REPORT NO.- ISBN-0-920794-96-3

PUB DATE- 88

NOTE- 100p.; For the 1986 edition, see ED 282 539.

LANGUAGE- English

EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Business Education; Computer Literacy; *Computer Software Reviews; *Courseware; Elementary Secondary Education; Evaluation Methods; Foreign Countries; French; Language Arts; *Mathematics Instruction; *Microcomputers; Music Education; *Problem Solving; Science Instruction; Word Processing

IDENTIFIERS- Alberta

The seventh in a series, this report reviews microcomputer software authorized by the Alberta (Canada) Department of Education from January 1987 through December 1987. This edition provides detailed evaluations of 23 authorized programs for teaching business education, mathematics, the sciences, language arts, music, problem solving, and French. Five of the programs are in French, and both English and French subject indexes are provided, as well as an index in which titles appear in the original language; evaluations are written in the language of the program. Each evaluation includes the program title; author; producer(s); address; telephone number; grade level; topics; components; hardware requirements (22 of the programs are for Apple microcomputers and one for the IBM PC/PCjr); other formats available (not evaluated); year produced; cost; subject area; and display language. Also included are objectives; descriptions and evaluations of content, instructional format, the technical system, technical characteristics, and implementational support; a summation of the evaluation; the status of the program (basic, recommended, or supplementary); and purchase information. A summary of authorized courseware from January 1983 to December 1986 and a list of other print and electronic evaluation sources are appended. (MES)

ED 295 613 IR 013 265

Computer Education Assistance Act of 1987. Hearing on S. 838 To

NOTE- 7p.; In: Proceedings of Selected Research Papers presented at the Annual Meeting of the Association for Educational Communications and Technology (New Orleans, LA, January 14-19, 1988). For the complete proceedings, see IR 013 331.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cultural Influences; Equal Education; *Mathematics Curriculum; *Science Curriculum; *Sex Differences; *Sex Fairness; *Spatial Ability; *Visual Learning

This paper considers research on visual-spatial learning differences between males and females and how such differences can be overcome in science and mathematics curricula. It is suggested that one reason females are underrepresented in the areas of mathematics and science is that they tend to score lower on spatial visualization aptitude measures, which are an important predictive measure for success in the fields of engineering, science, drafting, and designing. Possible explanations for these lower scores are explored, and it is suggested that research be undertaken to address the issue of how to improve the curriculum to encourage the development of visual-spatial experiences for women and girls. (5 references) (EW)

ED 295 627 IR 013 337

Nichols, Randall G.
Educational Technology: A Moral Issue. Symposium: Technological Equity: Issues in Ethics and Theory.
PUB DATE- Jan 88
NOTE- 6p.; In: Proceedings of Selected Research Papers presented at the Annual Meeting of the Association for Educational Communications and Technology (New Orleans, LA, January 14-19, 1988). For the complete proceedings, see IR 013 331.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Appropriate Technology; *Educational Technology; *Ethics; *Existentialism; Human Dignity; Individualism; *Learning
IDENTIFIERS- *Rationalism

This paper considers educational technology in the light of both

Communications and Technology (New Orleans, LA, January 14-19, 1988). For the complete proceedings, see IR 013 331.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Analysis; *Computer Assisted Instruction; *Computer Graphics; *Concept Formation; Cues; Display Systems; Elementary Education; Elementary School Students; *Instructional Design; *Intermode Differences; Man Machine Systems; Memorization; Prompting
IDENTIFIERS- *Screen Format

Two computer assisted instruction programs tested the effects of plain and enhanced screen designs with or without information about those designs and task-type on time and learning. Subjects were 140 fourth grade students in Lincoln, Nebraska who had extensive prior experience with computers. The enhanced versions used headings, directive cues, running heads, and graphic devices to organize and structure the content. One program required learners to perform a memorization task, while the second involved concept acquisition and concept application. The information provided with one version of the memorization lesson described the purpose of the enhanced features and instructed the students to use those features while studying. Although the plain screen versions were found to be equal to the enhanced versions in learning, descriptions of text enhancements reduced lesson time when one of the enhancements provided the learner with program control options. The text is supplemented by 5 figures, 7 tables, and 25 references. (EW)

ED 295 641 IR 013 351

Grabinger, R. Scott; Jonassen, David H.
Independent Study: Personality, Cognitive, and Descriptive Predictors.
PUB DATE- Jan 88
NOTE- 7p.; In: Proceedings of Selected Research Papers presented at the Annual Meeting of the Association for Educational Communications and Technology (New Orleans, LA, January 14-19, 1988). For the complete proceedings, see IR 013 331.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

ED 295 655 IR 013 365

Nishikawa, Sue
A Comparison of the Effects of Locus of Control with Feedback Strategies on Factual Information Recall and Retention During Computer Assisted Instruction.
PUB DATE- Jan 88
NOTE- 19p.; In: Proceedings of Selected Research Papers presented at the Annual Meeting of the Association for Educational Communications and Technology (New Orleans, LA, January 14-19, 1988). For the complete proceedings, see IR 013 331.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Assisted Instruction; *Feedback; Hypothesis Testing; *Instructional Design; Intermode Differences; Junior High Schools; Junior High School Students; *Locus of Control; Multivariate Analysis; *Recall (Psychology); *Retention (Psychology)

This study investigated the effects of two factors on learner performance during computer-assisted instruction: locus of control, and varied feedback strategies. It was hypothesized that learners who attribute their successes and failures to internal events (Internals) will perform best under delayed feedback conditions, while those who attribute successes and failures to external events (Externals) will perform best given immediate feedback. In addition, it was hypothesized that there is significant interaction between feedback and locus of control. Junior high students from eighth and ninth grade classes were divided according to locus of control scores. Treatment consisted of giving immediate, delayed, or no feedback during computer assisted instruction to each group of students identified as having internal or external locus of control. Students were then tested for retention and recall. The results indicated that the Internals performed significantly better than the Externals on delayed feedback on the test for recall, but no other significant differences or interactions were found. The results of the data analyses are presented in four tables. (39 references) (Author/EW)

ED 295 656 IR 013 367

ED 295 669 IR 013 380

Thompson, Merton E.
Individualizing Instruction with Microcomputer Produced Text.
PUB DATE- Jan 88
NOTE- 6p.; In: Proceedings of Selected Research Papers presented at the Annual Meeting of the Association for Educational Communications and Technology (New Orleans, LA, January 14-19, 1988). For the complete proceedings, see IR 013 331.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cognitive Style; College Students; *Computer Assisted Instruction; *Cues; *Field Dependence Independence; Higher Education; Hypothesis Testing; Individual Differences; *Instructional Design; Intermode Differences; Microcomputers
IDENTIFIERS- *Headings; *Text Organization

This paper proposes a method for studying the effect of an individual difference variable--field dependence-independence--on the ability of a student to read and understand text information presented on a computer screen. It is argued that in order to improve individualized instruction, learning must be related to predictions of what part of the environment individuals will process based on individual difference variables. Participants of the proposed study will be 200 undergraduates divided into two groups: one group will receive a selection of instructional text on a microcomputer containing key words used as center and side headings; the other group will receive the same selection of instructional text minus the center and side headings. Although findings are not presented, based on the review of the literature, the following hypotheses have been developed: (1) there will be a significant difference between field dependent (FD) participants and field independent (FI) participants on scores of tests on instructional text with center and side headings and without center and side headings; (2) FI participants will score significantly higher than FD participants when the text does not contain center and side headings; and (3) FD participants will score at least as well as FI participants when the text does contain center and side headings. (15 references) (EW)

ED 295 670 IR 013 381

ED 295 683 IR 052 391

Covert-Vail, Lucinda, Ed.; Kennedy, Ann, Ed.
Library Services of the San Francisco State University. Information Guides 1-11 and 14.
San Francisco State Univ., CA. J. Paul Leonard Library.
PUB DATE- 87
NOTE- 26p.; Original copies on colored paper may not reproduce well. For subject bibliographies and research guides, see IR 052 392 and IR 052 394.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Card Catalogs; College Libraries; Government Publications; Higher Education; *Library Facilities; Library Guides; *Library Materials; *Library Services; Microforms; Periodicals; *Reference Services
IDENTIFIERS- *San Francisco State University CA

Part of the library education program, these 12 information guides provide an introduction to the J. Paul Leonard Library's services and general information on access to specific types of materials. The following numbered guides are included: (1) Library Services; (2) Library Hours; (3) Library Floor Plan; (4) How to Use the Card Catalog; (5) The Library of Congress Guide to Subject Headings; (6) How to Locate a Book; (7) How to Locate Periodicals; (8) Microforms; (9) Reserve Book Room; (10) Interlibrary Services; (11) Reference Services; and (14) Government Publications. The guides are typeset with the library logo for series uniformity and identification, and each guide is limited to one two-sided page. The series is stored on disk for easy update and revision. A complete list of the Library Services and Information Guides is included. (EW)

ED 295 684 IR 052 392

Covert-Vail, Lucinda, Ed.; Kennedy, Ann, Ed.
Library Education Bibliographies and Research Guides. How to Series.
PUB DATE- 87
NOTE- 34p.; For library services and additional subject research guides, see IR 052 391 and IR 052 394.

management. (MDB)

ED 295 697 JC 880 263

Action Report: A Body of Recommendations To Address Critical Curricular Issues in the Los Angeles Community Colleges.

Los Angeles Community Coll. District, Calif. Div. of Educational Planning and Development.

PUB DATE- Aug 87

NOTE- 58p.; A product of the Curriculum Lab.

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- Community Colleges; Curriculum Development; Faculty Development; General Education; Instructional Development; *Research and Development; Research and Instruction Units; Two Year Colleges; Writing Instruction

IDENTIFIERS- *Los Angeles Community College District CA; *Los Angeles Community Colleges CA

The Los Angeles Community College District's Core Curriculum Development Laboratory (CCDL), a task force of faculty members and resource staff, was established to identify successful teaching practices and programs within the district, sponsor curricular projects, assist in designing new instructional models, and make recommendations to promote curriculum research and revision. Drawing from a review of the literature, meetings with groups involved in curricular reform, and on-campus activities, the CCDL developed a series of recommendations for action in the following areas: (1) networking and communication; (2) writing across the curriculum; (3) the new writing standards set forth in Title V of the California Education Code; (4) writing assessment and course placement; (5) writing competency; (6) critical thinking skills; (7) general education course sequence and programs; (8) interdisciplinary courses; (9) curricular reform in vocational education; (10) international education; (11) English as a Second Language; (12) foreign language proficiencies; (13) orientation and advisement; (14) the development of model curriculum sequences; (15) competencies required for success; (16) investigation of educational technologies and instructional delivery systems and the dissemination of information to faculty; (17) obsolete course content and teaching methods; (18) faculty networks and development grants; (19) obsolete equipment; (20) creation of a Faculty Forum

51% of the transfers to UC were men, while 52% of the transfers to CSU were women; (6) Asian students continued to be the largest ethnic group transferring to UC, comprising 14% of the transfers, while Hispanic students, at 11.2%, were the largest ethnic minority transferring to CSU. (MDB)

ED 295 711 JC 880 279

Bennett, William E.
Post-Tenure Instructional Assessment: A Process That Helps Mature Faculty Maintain and Increase Instructional Effectiveness.
PUB DATE- Apr 88
NOTE- 14p.; Paper presented at the Annual Convention of the American Association of Community and Junior Colleges (68th, Las Vegas, NV, April 24-27, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Community Colleges; Course Evaluation; *Formative Evaluation; *Instructional Improvement; Program Descriptions; *Student Evaluation of Teacher Performance; *Teacher Effectiveness; Teacher Student Relationship; Two Year Colleges
IDENTIFIERS- Seattle Community College District WA; *Small Group Instructional Diagnosis

Small Group Instructional Diagnosis (SGID) is a formative evaluation process used in the Seattle Community College District (SCCD) to help instructors assess their effectiveness and improve their performance in class. Instructors invite a SGID facilitator to meet with their classes in the middle of the term. In the instructor's absence, students are divided into small groups to discuss what they like about the class, factors that help and hinder their learning, and suggestions they have for the instructor. The interchange between the students and the facilitator is confidential and may be communicated only to the instructor who has requested the assessment. After the facilitator reports the students' perceptions to the instructor, the instructor brings the report to class for further discussion and clarification. As a result of SGID, faculty members in the SCCD have changed their instructional procedures, sometimes dramatically, with the number of changes increasing as instructors grow more experienced with SGID. Reported changes include choosing new textbooks, restructuring the course, revising test procedures, findings and the survey instrument are appended. (EJV)

ED 295 724 JC 880 307

Flaherty, Toni
Student Characteristics as Compared to the Community Profile, Fall 1987. Volume XVI, No. 13.
William Rainey Harper Coll., Palatine, Ill. Office of Planning and Research.
PUB DATE- 15 Jun 88
NOTE- 32p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Community Characteristics; Community Colleges; Continuing Education; *Educational Trends; *Enrollment Influences; Marketing; Questionnaires; School Surveys; *Student Attitudes; *Student Characteristics; Student Recruitment; Two Year Colleges; *Two Year College Students

In fall 1987, a study was conducted at William Rainey Harper College (WRHC) to develop a profile of WRHC students and assess the college's market outreach. Surveys were mailed to random samples of 500 degree credit students and 300 non-degree credit students. Response rates of 80% for the degree credit students and 78% for the non-degree credit students were obtained. Study findings included the following: (1) most of the demographic characteristics of students remained fairly constant over the past 5 to 10 years; (2) almost 2.6% of the district population was enrolled in degree programs and 1.7% in continuing education programs at WRHC during fall 1987; (3) 49% of the degree credit students and 25% of the continuing education students were enrolled during the day, while 49% of the degree credit students and 66% of the continuing education students were enrolled in evening courses; (4) 63% of the degree credit students and 86% of the continuing education students were employed full time; (5) while degree credit students planned to stay at WRHC for less time than respondents to previous surveys, continuing education students planned to stay at the college longer; (6) compared to previous years, fewer degree credit and *continuing education students planned to continue in the same job* after leaving WRHC; and (7) the presence of the campus, the influence of friends and relatives, and the semester schedule continued to be the major factors that first attracted residents' and temporary medical leave when a child's serious illness prevents a parent from working. Testimony concerned: (1) support, difficulties, and barriers encountered by employed mothers and fathers of adopted or seriously ill newborn and older children in arranging leave time from work to care for their children; (2) briefly, the effect of the ability to comply with a medical treatment program and schedule on long-term survival rates of seriously ill children; (3) California State and community personnel policies and legislative initiatives similar to the proposed Act; (4) Oregon's parental leave legislation; (5) the General Accounting Office's estimate of the costs of the Act; (6) the Department of Justice's objections to the Act and legal scholars' counterarguments; and, very extensively, (7) viewpoints and arguments of representatives of businesses and organizations, such as the National School Boards Association and the Institute for Women's Policy Research, opposing or supporting the Act, in particular regarding the issue of federally mandating the Act's provisions. (RH)

ED 295 737 PS 017 390

Buis, Joyce M.; Thompson, Dennis N.
A Test of Two Theories: Elkind and Lapsley on the Imaginary Audience and Personal Fable.
PUB DATE- Apr 88
NOTE- 8p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cognitive Development; *Developmental Stages; *Egocentrism; Grade 8; Interpersonal Communication; Junior High Schools; *Junior High School Students; *Social Cognition
IDENTIFIERS- Imaginary Audience; Personal Fables

A study investigated: (1) whether the distribution of eighth graders' scores on measures of the strength of imaginary audience and personal fable across levels of cognitive development would support Elkind's cognitive theory; and (2) whether such students' level of interpersonal understanding would support Lapsley's contention that interpersonal understanding is the aspect of development most clearly associated with the egocentrism of working groups. Appendices provide lists of participants, case studies carried out in the course of the project, and contact schools; a paper more extensively discussing external assessment and systemic management, self-assessment and autonomous management, and negotiated assessment and interactive management in the school education system, in terms of natural science, human science, and comprehensive sciences models; and the conference agenda. (RH)

ED 295 751 PS 017 417

Baert, Georges; And Others
Innovation in Primary Education: Final Report.
Council for Cultural Cooperation, Strasbourg (France).
REPORT NO.- CDCC-DECS/EGT-88-13
PUB DATE- 18 Apr 88
NOTE- 224p.; For related documents, see PS 017 402-406 and PS 017 415-416.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Case Studies; *Educational Change; *Educational Improvement; *Educational Innovation; *Elementary Education; Elementary School Curriculum; Foreign Countries; *Influences; Program Descriptions; Program Evaluation; Research Needs; Social Change
IDENTIFIERS- Council for Cultural Cooperation (France); Council of Europe (France); Cultural Change; Knowledge Development; Process Analysis

Innovation in elementary education was the focus of a 5-year project of the 24 member States of the Council for Cultural Co-operation of the Council of Europe. Concerning 5-through-6-year-olds and 11-through-12-year-olds and representing the first sustained effort undertaken by the Council of Europe in the field of elementary education, the project began in 1983 and continued until 1987. To give the project a practical dimension, a network of 12 contact schools was established that provided liaison between elementary schools engaged in innovation. Chapter 1 of this final report discusses internal and external pressures currently exerted on educational systems, including economic and social factors and new knowledge about child development. Chapter 2 considers how education systems in general have reacted to these pressures, what solutions have been found, what problems remain, and where systemic malfunctioning can still be observed. Chapter 3

ED 295 765 RC 016 603

Cleland, Charles L.
The Church and Rural Tennessee.
PUB DATE- 87
NOTE- 12p.; Paper presented at the Annual Meeting of the Rural Sociological Society (Madison, WI, August 13, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Church Role; *Community Action; Community Benefits; *Community Development; Community Organizations; *Community Services; Nonschool Educational Programs; Program Descriptions; Religion; *Rural Areas
IDENTIFIERS- Rural Sociology (Journal); *Tennessee

Involvement of the church in rural community life was investigated by examining the "Fifty-Year Index to Rural Sociology." Findings revealed that 43 separate articles were published from 1944 to 1977 under categories of community life (7 articles); ministers: elite control (4); attitudes (5); beliefs, practices (6); churches (6); church membership, participation (3); church organization (6); development, maintenance of religious communities (4); fertility behavior (2); ministers (5); and social participation (5). Some articles were included under more than one heading. The study indicated that since the provision of services has shifted from local to more distant agencies, the church has filled gaps which federal and state programs have left. Five examples of church involvement in rural Tennessee areas included: (1) Reelfoot Rural Ministry (providing transportation services to a community center for northwestern Tennessee); (2) Appalachian Community Development, which involves 48 groups in art/culture, services, construction, citizen action, education, job training, income generating, agriculture, coalitions, land acquisition, and communications projects; (3) Mountain Women's Exchange, which provides a network for sharing ideas/resources and developing educational and job programs for rural women; (4) Commission on Religion in Appalachia through which 17 churches build community and combat poverty; and (5) Jellico Community Hospital, a Seventh Day Adventist owned facility. A bibliography of the 43 journal articles is included. (NEC)

Anderegg, M. L.; Vergason, Glenn A.
An Analysis of One of the Cornerstones of the Regular Education Initiative.
PUB DATE- 87
NOTE- 31p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - Research/Technical (143)
DESCRIPTORS- *Disabilities; *Educational Innovation; *Educational Research; Elementary Education; Grade 2; *Mainstreaming; Research Design; Research Methodology; *Research Problems; Special Education
IDENTIFIERS- *Adaptive Learning Environments Model; *Regular and Special Education Cooperation; Wang (Margaret); Will (Madeleine)

The "regular education initiative," whose chief proponent is Assistant Secretary of Education Madeleine Will, calls for the merger of special education and regular education into one system. It is based on the Adaptive Learning Environment Model (ALEM) developed by Margaret Wang and her associates. This paper reviews the research, including pilot studies, conducted by Wang and others in order to aid regular and special educators in assessing the regular education initiative. It concludes that the ALEM may provide effective mainstreaming technology, but that the research examined does not necessarily verify it. ALEM appears to be a highly implementable model of effective teaching in a regular classroom setting with average learners through second grade, but the research has not: (1) demonstrated effectiveness of ALEM with learners defined as "handicapped" under PL 94-142, the Education for All Handicapped Children Act; (2) investigated setting as a variable and therefore shown it as more effective than resource or other special-setting classes; (3) investigated the variance gained or maintained past grade 2; (4) investigated variance accounted for by level of task difficulty or use of self-instructional materials; or (5) always employed the best research practices in terms of statistical analysis, control groups, and sample size. A 34-item reference list is appended. (VW)

ED 295 381 EC 202 819

Keenan, Joseph S.
First Aid for Aphasia: Home Exercises.
National Easter Seal Society for Crippled Children and Adults,

directory section contains information on: U.S. Congress Committees related to the handicapped, Office of Special Education Programs, the Council for Exceptional Children (including staff governance, and divisions), U.S. State Directors of Special Education, U.S. Coordinators of Programs for the gifted and talented, Canadian senior government officials in special education, and organizations and agencies serving exceptional children and adults. Sixty-two tables provide statistical data. (DB)

ED 295 394 EC 202 833

Zantal-Wiener, Kathy
Preschool Services for Children with Handicaps. ERIC Digest #450.
ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 88
NOTE- 3p.
CONTRACT- 400-84-0010
AVAILABLE FROM- ERIC Clearinghouse on Handicapped and Gifted Children, 1920 Association Dr., Reston, VA 22091 (free, please enclose a self-addressed stamped envelope).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Reports - Descriptive (Program/Project Descriptions) (141) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Agencies; Compliance (Legal); Delivery Systems; *Disabilities; *Educational Legislation; Eligibility; Federal Legislation; Infants; *Intervention; Legal Responsibility; Preschool Education; Referral; Services; State Programs; Toddlers
IDENTIFIERS- *Early Intervention; *Education of the Handicapped Act Amendments 1986; ERIC Digests

Key aspects of P.L. 99-457, the Education of the Handicapped Act Amendments of 1986, affecting handicapped infants, toddlers, and preschoolers from birth to age 5 are summarized. Presented in a question answer format the information digest addresses the following questions: What children are eligible for early intervention services? Are these services currently available? (a timeline for implementation is provided); What services must be provided? What must the Individual Family Service Plan include? How can a child be referred for early intervention services? When must

Deming, Mary P.; Valeri-Gold, Maria
Computers and the Handicapped: A Primer.
PUB DATE- Mar 87
NOTE- 18p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (38th, Atlanta, GA, March 19-21, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Assistive Devices (for Disabled); Braille; Computer Software; *Computer Uses in Education; Elementary Secondary Education; *Hearing Impairments; Higher Education; Microcomputers; *Physical Disabilities; Telephone Communications Systems; *Visual Impairments; Word Processing

The paper examines ways in which computers have radically altered and improved the lives of handicapped students. The visually impaired have been helped through the use of computerized braillers, embossers, and readers. Both adaptations of off-the-shelf software and specialized software have provided the visually impaired with magnification of print on the computer screen, voice synthesis, Braille word processing, and access to databases of assistive devices. Microcomputers have given the hearing impaired access to telephone communication (the Telecommunications for the Deaf device), lip reading training, synthesized speech, and computer assisted instruction. Finally, computers can help the nonverbal physically handicapped student to communicate and peripherals (such as speech synthesizers, talking scanners and keyboards, touch sensitive screens, keyboard emulators, keyboards, and adaptive switches) can provide access to off-the-shelf software. High costs and lack of information are still barriers to the widespread use of these computerized inventions. A resource list of 17 computer hardware and software companies and 8 publications is appended, as well as a 35-item reference list. (DB)

ED 295 409 EC 202 848

Smith, Douglas K.
What Does the K-ABC Tell Us about Students with Learning

PUB DATE- Apr 86
NOTE- 13p.; In: Proceedings of the Fifth Annual Eastern Michigan University Conference on Languages for Business and the Professions (see FL 016 586).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Allied Health Occupations; Classroom Techniques; *Course Content; *Cultural Awareness; Educational Needs; Experiential Learning; Hispanic American Culture; Interpersonal Communication; Language Proficiency; *Languages for Special Purposes; *Medical Services; Needs Assessment; Notional Functional Syllabi; Physician Patient Relationship; Physicians; Program Design; Questionnaires; Second Language Instruction; *Spanish; Teaching Methods

A functional approach to language teaching begins with knowing how students intend to use the foreign language for specific purposes and in specific situations. Instructors of medical Spanish can begin by determining the specific language functions that their students must be able to express when communicating with Hispanic patients, by means of a survey taken during the first class meeting. Such a questionnaire would request information about: the students (including their language background, travel, career plans, medical specialization, reasons for enrolling in the course, and most needed Spanish communication skills) and most-needed language categories, such as socialization, maintaining close relationships, influencing people's actions, making judgments, and action in specific medical situations. Survey results determine the appropriate classroom language exercises and activities. Materials can focus on a unifying theme such as serving patients in emergency situations, physical examinations, pre- and post-natal care, and nutritional counseling. The language practice provided should be both realistic and enjoyable, and specific techniques can be incorporated. These include teaching the vocabulary and structures specified most on the questionnaire, teaching the expression of past actions, using Total Physical Response, using students-centered input, using pictures creatively, and using paired interviews. (MSE)

ED 295 424 FL 016 598

ED 295 437 FL 016 611

Ambacher, Robert
An Introduction to Business German.
PUB DATE- Apr 86
NOTE- 21p.; In: Proceedings of the Fifth Annual Eastern Michigan University Conference on Languages for Business and the Professions (see FL 016 586).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Business Administration Education; *Business Communication; Class Activities; College Second Language Programs; Course Content; *German; Higher Education; Instructional Materials; International Trade; Introductory Courses; *Languages for Special Purposes; Lesson Plans; Program Design; Second Language Instruction; Teacher Developed Materials; Vocabulary Development
IDENTIFIERS- Millersville University PA

At Millersville University (Pennsylvania), business German is taught in the German section in a two-semester introduction at the sophomore level, a junior-level advanced course, and a senior-level translation course. These four courses are augmented by introductions to business and economics, both taught in English outside the German section. Short supply of adequate textbooks often requires in-house preparation of materials. In the sophomore course, for example, a collection of graphs, readings, business statistics, and geographical sketches based on data from three German publications provide an introduction to all of the important trends in contemporary German business. Areas of study for the two-semester course include international business, German foreign trade, the German government, the domestic German economy, and the German consumer. The lessons proceed from the broadest topic, international trade, to the most basic element, the consumer, and each lesson consists of a graph and its text, a story problem, a reading, vocabulary lists, text- and vocabulary-related questions, grammar points and drill, and business statistics. Class activities based on the lessons include written and oral questions-and-answers, reading aloud, translation, and vocabulary drills. A true-or-false test based on the texts is administered each day. The lesson structure allows for both theoretical work and exposure to specific, current trends. (MSE)

Bush-Bacelis, Jean
Cross-Cultural Training for Business: Current State of the Art and Bibliography.
PUB DATE- Apr 86
NOTE- 23p.; In: Proceedings of the Fifth Annual Eastern Michigan University Conference on Languages for Business and the Professions (see FL 016 586).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reference Materials - Bibliographies (131) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Business Administration Education; *Business Communication; *Cross Cultural Training; Cultural Awareness; Information Sources; *International Trade; *Languages for Special Purposes; Multicultural Education; Research Methodology; *Research Needs; Second Language Instruction

A review of current research and research needs in cross-cultural training for business and a bibliography are presented. Future research should look at the world market that exists beyond traditional countries engaging in international trade. Business opportunities are available elsewhere, but American businessmen are ill-prepared to take advantage of those opportunities. Such research might focus on challenging hypotheses, finding new data sources, or taking an interdisciplinary view of aspects of international management. The methodology of research on business culture should be further developed. The bibliography contains citations of journal and periodical articles, book articles, and books on cross-cultural training for business culled from a database search by computer and library collections. (MSE)

ED 295 453 FL 016 627

del Pozo, Ivania
Teaching Popular Culture with a Computer-Assisted Instruction (CAI) Program.
PUB DATE- Apr 86
NOTE- 13p.; In: Proceedings of the Fifth Annual Eastern Michigan University Conference on Languages for Business and the Professions (see FL 016 586).
LANGUAGE- English

The insights of 12 foreign scholars and language scientists into the battle over making English the "de jure" official language of the United States are presented. The opinions come from England, Canada, the Philippines, the People's Republic of China, Australia, Belgium, India, and the Federal Republic of Germany. The consensus of these commentators is that making English an official language for the United States would be superfluous and unnecessary, and that those who are trying to do so have hidden agendas that are being masked by the language question. A possible compromise to the problem is suggested. (Author/MSE)

ED 295 468 FL 017 409

Freeman, David; Freeman, Yvonne
Whole Language Content Lessons for ESL Students.
PUB DATE- Mar 88
NOTE- 8p.; Paper presented at the Annual Meeting of the Teachers of English to Speakers of Other Languages (22nd, Chicago, March 8-13, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Techniques; Communicative Competence (Languages); *Course Content; *Curriculum Design; *English (Second Language); Language Teachers; *Lesson Plans; Reading Skills; Writing Skills
IDENTIFIERS- Content Area Teaching; *Whole Language Approach

Whole language content lessons are recommended as a means for teachers of English as a second language to help their students develop both communicative and academic competence. Whole language is an approach to teaching that relies on the principles that lessons should: (1) progress from whole to part, (2) be learner-centered, (3) have meaning and purpose, (4) promote social interaction, (5) include all four communication modes (listening, speaking, reading, and writing), and (6) reflect the teacher's faith in the learners. Each of the principles is explained, a content lesson based on these principles is described, and a checklist for evaluating the degree to which any lesson is consistent with whole language principles is offered. (Author/MSE)

8-13, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Class Activities; *Cultural Activities; *Cultural Education; *English (Second Language); *Holidays; *Instructional Materials; *Material Development; Second Language Instruction

Suggestions for combining cultural exposure and language instruction through class activities geared to American holidays are outlined. General information about gathering holiday-related realia and instructional materials from local newspapers and magazines is provided, and four specific holidays are highlighted. For each holiday, sources of background information and classroom activities are noted. The holidays include New Year's Day, Groundhog Day, President's Day, and Valentine's Day. Additional how-to ideas, games, and miscellaneous activities that can be related to holidays are listed, and sample planning sheets are appended. (MSE)

ED 295 484 FL 017 428

Garr, Madeline
How Writing, Acting and Monitoring Create Good Advanced Conversation. Demonstration Title.
PUB DATE- Mar 88
NOTE- 8p.; Paper presented at the Annual Meeting of the Teachers of English to Speakers of Other Languages (22nd, Chicago, IL, March 8-13, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Advanced Courses; Classroom Techniques; *Conversational Language Courses; Cultural Traits; *Dramatics; English (Second Language); *Playwriting; Role Playing; Second Language Instruction; *Self Evaluation (Individuals); *Student Attitudes; Videotape Recordings; Writing Exercises

A technique adopted for a course in advanced conversation in English as a second language used a combination of writing, acting, and self-monitoring activities to teach a variety of culturally valuable skills: narration, expression of opinion, and discussion

LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrative Organization; *College Faculty; *Departments; *English (Second Language); Higher Education; *Program Administration; *Resource Allocation; Second Language Programs; Teacher Role

A review of prevailing patterns of sponsorship of college and university English as a second language (ESL) programs indicates that in community colleges, they tend to be housed in English departments. In four-year institutions they are generally in semi-autonomous units or institutes. The argument for departmental sponsorship is based on data suggesting that program faculty and staff are better off in a departmental setting. Issues of credit, credibility, status, and the interface between ESL and English composition courses further argue for departmental sponsorship. The argument against sponsorship is based on the theory that ESL stands to lose in the competition for departmental resources. In addition, ESL faculty, already disadvantaged by heavier loads and less advantageous working conditions, suffer discrimination in hiring practices, tenure evaluation, and de facto exclusion from academic freedom and governance policies. It is concluded that the placement of the ESL program in a department such as English or a semi-autonomous unit out of the mainstream should be a function of careful assessment of institutional characteristics, including institutional mission, politics and resource distribution, conditions of appointment and employment, credit, and program image. (Author/MSE)

ED 295 500 FL 017 453

Katchen, Johanna E.
Should I Learn the Local Language When Teaching Abroad?
PUB DATE- Mar 88
NOTE- 21p.; Paper presented at the Annual Meeting of the Teachers of English to Speakers of Other Languages (22nd, Chicago, IL, March 8-13, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)

ED 295 513 HE 021 299

Three Presentations: From the National Conference on Assessment in Higher Education (2nd, Denver, Colorado, June 14-17, 1987).
American Association for Higher Education, Washington, D.C.
PUB DATE- Jun 87
NOTE- 42p.
AVAILABLE FROM- AAHE Assessment Forum, One Dupont Circle, Suite 600, Washington, DC 20036 ($8.00).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - General (020) Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Students; *Educational Assessment; Educational Objectives; *Educational Quality; Educational Responsibility; *Educational Testing; Ethics; *Higher Education; *Outcomes of Education; School Responsibility; *Student Evaluation; Teacher Responsibility
IDENTIFIERS- *AAHE Assessment Forum; College Outcomes Assessment

The topic of assessment is addressed in three papers from the 1987 national conference on assessment in higher education. In "Assessing Content and Process: Challenges for the New Assessments," Lee S. Shulman considers the ongoing debates about assessment that revolve around the question of what is worth assessing. Attention is focused on the battles between those who argue that it is the content of knowledge that ought to be the focus of assessment, and, on the other hand, those who argue that assessment should focus on the processes of reasoning and performing, of applying and interpreting. The second paper, by Virginia B. Smith, "In the Eye of the Beholder," considers issues concerning educational quality and identifies four factors that influence the emphasis on educational quality: the need to consolidate, the lack of potential for growth and the possibility of contraction, the loss of a competitive edge by the United States in the world market, and rising and substantial costs of higher education. In "The Ethics of Assessment," Donald M. Stewart considers ethical issues in assessment, including institutional autonomy and responsibility, the goal to improve student learning, the role of traditional testing, valuing what is tested, and the role of tests in decision making. (SW)

ED 295 514 HE 021 300

to increase communication across academic disciplines; supports requests from departments for what they believe will enhance the climate for graduate education; and encourages mentorship. (SM)

ED 295 527 HE 021 452

Douglas, Joel M.; Cohen, Beth Genya
Directory of Faculty Contracts and Bargaining Agents in Institutions of Higher Education. Volume 14.
City Univ. of New York, N.Y. Bernard Baruch Coll. National Center for the Study of Collective Bargaining in Higher Education and the Professions.
PUB DATE- Jan 88
NOTE- 246p.
AVAILABLE FROM- National Center for the Study of Collective Bargaining in Higher Education and the Professions, Baruch College, CUNY, 17 Lexington Avenue, Box 322, New York, NY 10010 ($25.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110) Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Collective Bargaining; College Faculty; *Contracts; Elections; Faculty College Relationship; Faculty Organizations; Higher Education; Legislation; Negotiation Agreements; Teacher Strikes; Union Members; *Unions; Work Environment

A description of unionization among college faculty from January 1 through December 31, 1987 focuses on agents elected, the American Federation of Teachers, the National Education Association, the American Association of University Professors, no-agent elections, decertifications, strikes, legislation, demographic analysis, and first contracts signed. Of note in 1987 is the lack of organizing of any new full-time faculty bargaining units for the first time in 16 years. Also, only one election was held where the target group for organizing the drive was full-time, tenure-track faculty. Updated institutional listings are given in this directory, which resolves questions about contract status, agent affiliation, and contract expiration for campuses where follow-up answers had not been received for several years. Statistical information is provided on faculty contracts and bargaining agents in public and private U.S. institutions; adjunct faculty contracts and bargaining agents in the United States; faculty collective bargaining at Canadian universities; summary of U.S. elections in 1987; a statistical analysis consisting of 17 tables; and no-agent votes

ED 295 541 HE 021 471

Friedman, Nathalie
Mentors and Supervisors. IIE Research Report No. 14.
Institute of International Education, New York, N.Y.
REPORT NO.- ISBN-87206-164-7
PUB DATE- Jun 87
NOTE- 119p.
AVAILABLE FROM- Institute of International Education, 809 United Nations Plaza, New York, NY 10017 ($4.00).
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Academic Advising; Case Studies; Doctoral Degrees; Doctoral Dissertations; *Doctoral Programs; *Faculty Advisers; *Foreign Students; Graduate Students; Graduate Study; Higher Education; *Mentors; *Student Attitudes; *Teacher Student Relationship

A series of case studies was conducted to explore the nature and meaning of advising at the Ph.D. level and the conditions under which the two parties in the relationship (sponsor and advisee) are more and less satisfied. Six graduate departments (in engineering, economics and history) in four northeastern universities were the research sites. A total of 58 persons were interviewed, including a population of 33 students of which 11 were Americans and 22 were international students from 15 countries. Following an introductory chapter on the purposes and methods of the study, results and recommendations are presented in the following chapters: the choice of a university; the predissertation years; the choice of an advisor; a researchable topic; mentors and supervisors; students as advisors (mutual advising among peers); and conclusions and recommendations on advising foreign and American doctoral students. The Foreign Student Office as a source of support for doctoral students is discussed in an appendix. Forty-nine references are listed. (KM)

ED 295 542 HE 021 472

provided on: parental background, educational background of graduates, reasons for dropping out of college, reasons for taking longer than 4 years to complete college, assessment by students of the content of instruction, assesesment of the method of instruction, the percentage of unemployed graduates, occupations of employed graduates, percentage of graduates who are employed in the public and private sectors, the distribution of graduates in public sector employment, employment by industrial classification, mean income of graduates by occupation, mean income by industrial classification, mean income by college type, and mean income by academic program. Economic conditions that affect employment are discussed, with attention to the gross national product of the Philippines, per capita income, unemployment, and inflation. Policy implications of the study findings are considered. (The questionnaire used in this study is appended). (SW)

ED 295 555   HE 021 493

Husain, Zahir; And Others
Higher Education and Employment Opportunities in Pakistan. IIEP Research Report No. 60.
Ministry of Education, Islamabad (Pakistan).
PUB DATE- 87
NOTE- 248p.; A study conducted as part of the IIEP research project on Higher Education and Employment. For related documents, see HE 021 489-492. Financial support was provided by CIDA (Canada), Norway (NORAD), and ODA (United Kingdom).
AVAILABLE FROM- International Institute for Educational Planning, 7-9, rue Eugene Delacroix, 75116 Paris, France.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *College Graduates; College Students; *Economic Climate; *Education Work Relationship; *Employers; *Employment Opportunities; Enrollment Trends; Foreign Countries; Higher Education; Unemployment
IDENTIFIERS- *Pakistan

The employment of college graduates in Pakistan was studied along with socioeconomic conditions, unemployment, employment needs, and college enrollments. Surveys were conducted with employed graduates and post-graduates, graduates who were self-employed, unemployed graduates, students, educational institutions, and employers. Employers in 19 districts were surveyed, along with nine categories

Telecommunications Policy Research Conference. International Comparisons I (Europe) Section. Papers.
Telecommunications Policy Research Conference, Inc., Washington, DC.
PUB DATE- Sep 87
NOTE- 29p.; Papers presented at the Telecommunications Policy Research Conference (15th, Airlie, VA, September 27-30, 1987). For the program and additional papers, see IR 013 160-182.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Competition; Foreign Countries; *Information Services; Laws; Public Agencies; *Public Policy; *Telecommunications
IDENTIFIERS- Common Market (Europe); *Deregulation; *Europe (West)

Three papers consider telecommunications policy in Great Britain and Germany specifically, and the nations of the European Economic Community generally. The first paper, "German Telecommunications Law and Policies" (Ernst-Joachim Mestamacker) outlines the present structure of telecommunications in West Germany, and discusses deregulation possibilities in light of the present legal situation, a recent government commission report, and the impact of Common Market rules and policies. The second paper, "British Telecommunications in Transition" (Jeremy Tunstall) (abstract only) examines British telecommunications policy against the wider background of Thatcher government efforts in communications deregulation, and argues that deregulation only "succeeds" in those areas of communications where there are already dominant national "champions" such as the BBC (British Broadcasting Corporation). The third paper, "Efficiency and Social Policy in Telecommunication: The Diversity of European Approaches" (William Melody) (abstract only) suggests that despite efforts at deregulation, the primary force influencing telecommunications will continue to be the policy decisions made by the underlying administrative superstructure. It argues further that policy relating to market competition is simply one element in the total package of policies available to achieve national political, economic, and social objectives. The original paper then reviewed different approaches being taken by European countries and contrasted them with developments in the United States and Canada. (Author/EW)

ED 295 569 IR 013 162

Research Conference (15th, Airlie, VA, September 27-30, 1987). For the conference program and additional papers, see IR 013 160-182.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Innovation; Research Administration; *Research and Development; Research and Development Centers; *Research Problems; Technological Advancement; *Telecommunications; *Telephone Communications Industry
IDENTIFIERS- *Bell Telephone Communication System; Bell Telephone Laboratories Inc; *Divestiture

Three papers consider the effect of divestiture on the research and development capacity of Bell Telephone. The first paper, "Forecasts of the Impact of Divestiture on Bell Telephone Laboratories: An Assessment" (David C. Mowery), discusses the operation of Bell Telephone Laboratories (BTL) prior to divestiture in 1984 and reviews forecasts of the impact of divestiture on BTL, in order to compare and contrast the predictions of these two approaches to the analysis of the organization of industrial research. A 35-item bibliography is provided. The second paper, "The Impact of Divestiture on R&D in the Bell System" (A. Michael Noll) (abstract only), discusses the changes in the structure of research and development brought about by the Bell Telephone divestiture, including both the creation of a "new" facility, "Bellcore," to satisfy the research and development needs of the newly separated Bell operating companies, and the simultaneous creation of separate internal research and development capabilities by these companies. The third paper, "The Implications of Diverstiture and Regulatory Policies for Research, Development and Innovation by the Regional Bell Holding Companies" (Robert G. Harris), examines the effects of divestiture on research and development, especially as they contribute to the development of technological innovations. A list of 53 references is provided. (Author/EW)

ED 295 584 IR 013 177

Telecommunications Policy Research Conference. Future of the Telecommunications Network Section. Papers.
Telecommunications Policy Research Conference, Inc., Washington, DC.
PUB DATE- Sep 87
NOTE- 3p.; Abstract of a paper presented at the Telecommunications

ED 295 598 IR 013 250

Flournoy, Don M.
Emerging from the Periphery: Satellite News Exchanges in the Third World.
PUB DATE- 27 Aug 86
NOTE- 6p.; Paper presented at the International Association for Mass Communication Research Conference and General Assembly (New Delhi, India, August 27, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Broadcast Television; Communications Satellites; *Developing Nations; Foreign Countries; *Information Networks; *News Reporting
IDENTIFIERS- *News Exchange

In 1984, a group of Asian countries began exchanging television news stories via the Pacific Ocean and Intelsat satellite networks. Similar news networks are in the planning stages among other developing nations in the Middle East and Caribbean. Such exchanges give Third World countries a way to break out of the usual dominance-dependence relationship characteristic of news flow and provide the opportunity to develop continuity and background in reporting. Although little empirical data is available, observations suggest that more emphasis is placed on human interest stories and softer news than crises, disasters, and other hard news. An analogous situation in the United States is the emergence of regional newsgathering systems and news exchanges among local stations. A study to collect empirical data concerning the effects of satellite news exchanges is currently being planned by researchers at Ohio University. (MES)

ED 295 599 IR 013 251

Flournoy, Don M.
Telecommunications and National Goals in Indonesia.
PUB DATE- 4 Aug 84
NOTE- 9p.; Paper presented to the Southeast Asian Studies Conference (Ann Arbor, MI, August 4, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.

Provide Financial Assistance to the States for Computer Education Programs, and for Other Purposes before the Subcommittee on Education, Arts and Humanities of the Committee on Labor and Human Resources. United States Senate, One Hundredth Congress, First Session.

Congress of the U.S., Washington, D.C. Senate Committee on Labor and Human Resources.

REPORT NO.- Senate-Hrg-100-380
PUB DATE- 4 Aug 88
NOTE- 159p.
AVAILABLE FROM- Superintendent of Documents, Congressional Sales Office, U.S. Government Printing Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Computer Assisted Instruction; *Computer Literacy; Elementary Secondary Education; *Equal Education; Federal Aid; Federal Legislation; Hearings; *Inservice Teacher Education; *Microcomputers; Student Attitudes; Teacher Attitudes
IDENTIFIERS- Congress 100th

This hearing on the Computer Education Act of 1987, which is intended to encourage schools to develop and strengthen programs for using computers and to assist less well-off schools and students, includes prepared statements by: (1) Katherine Borsecnik, Software Publishers Association; (2) Jay N. Goldberg, ADAPSO, the Computer Software and Services Industry Association; (3) Oliver R. Smoot, Computer and Business Equipment Manufacturers Association; (4) Linda Naimi, Connecticut State Department of Education; (5) Angela Caruso, Newark (New Jersey) School District; (6) Linda G. Roberts, Office of Technology Assessment; (7) Marc S. Tucker, Carnegie Forum on Education and the Economy; (8) Henry Jay Becker, Johns Hopkins University; (9) Thelma Dickerson, Hartford (Connecticut) Board of Education; and (10) Marilyn Monahan, National Education Association. Statements by several students and teachers are also included. (MES)

ED 295 614 IR 013 266

Essential Goals and Objectives for Computer Education.

Michigan State Board of Education, Lansing.

PUB DATE- 87
NOTE- 38p.
LANGUAGE- English

rationalist and existentialist theory, arguing that the predominance of rationalism in educational technology may be a dangerous tendency. Existentialist theory is first considered as a way--albeit with limitations--to begin examining educational technology from an ethical standpoint. It is argued that to the extent that educational technology seeks a fully rational existence rather than a full existence, it is morally indefensible. It is suggested that educational technology needs to be examined as a moral issue, and a statement of ethics needs to be developed which: (1) seeks to understand the full implications--negative, positive and otherwise--of educational technology; (2) seeks less to control learning than to allow it; and (3) seeks learning in all aspects, i.e., mental, physical, and spiritual. (7 references) (EW)

ED 295 628 IR 013 338

Taylor, William D.; Swartz, James D.
Instructional Technology and Proliferating World Views. Symposium: Technological Equity: Issues in Ethics and Theory.
PUB DATE- Jan 88
NOTE- 10p.; In: Proceedings of Selected Research Papers presented at the Annual Meeting of the Association for Educational Communications and Technology (New Orleans, LA, January 14-19, 1988). For the complete proceedings, see IR 013 331.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cognitive Structures; *Educational Technology; *Epistemology; *Equal Education; *Ethics; *Ideology; Instructional Design; *Social Change
IDENTIFIERS- *Excellence in Education

Four concepts are considered in light of their impact on instructional technology and design, i.e., the value status of technology, the proliferation of worldviews, equity in education, and the relationship of ethical issues to practice. The assumption that instructional technology is a value-neutral method of conveying instructional information is challenged by showing how instructional technology is value intensive in its support of a particular worldview, i.e., the scientific worldview. Heinich's definition of educational technology, with its emphasis on elements of replicability, reliability, communication, and control, is used as a framework to discuss: (1) the dichotomy between educational

DESCRIPTORS- *Achievement Need; *Cognitive Style; College Students; Discriminant Analysis; *Field Dependence Independence; Higher Education; *Independent Study; *Locus of Control; Preservice Teacher Education; Psychological Studies; Self Esteem

IDENTIFIERS- *Personalized System of Instruction

This study compared the personality, cognitive style, and descriptive preferences of 79 preservice undergraduate education students who chose independent study instead of traditional teacher-directed study. Self esteem, field articulation, locus of control, cognitive style preference, and need for achievement tests were administered and descriptive data were collected on grade point average (GPA) and educational major. A discriminant analysis of test scores indicated that those electing independent study had a high need for achievement and an internal locus of control, and preferred learning via active experimentation. There was no evidence that ability--as measured by GPA or intelligence variables--or descriptive factors--as measured by gender, major, or prior knowledge--played roles in influencing the independent study decision. (EW)

ED 295 642 IR 013 352

Grabinger, R. Scott; Pollock, Joellyn

Internally Generated Feedback with an Instructional Expert System.

PUB DATE- Jan 88

NOTE- 14p.; In: Proceedings of Selected Research Papers presented at the Annual Meeting of the Association for Educational Communications and Technology (New Orleans, LA, January 14-19, 1988). For the complete proceedings, see IR 013 331.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- College Students; Comparative Analysis; *Expert Systems; *Feedback; Higher Education; Hypothesis Testing; *Instructional Design; *Instructional Effectiveness; *Intermode Differences; *Student Reaction

This study evaluated the effectiveness of an expert instructional system used to provide timely and quality feedback about the quality of a variety of visual materials production techniques to undergraduate students in a basic instructional materials production class. One group of students generated its own feedback by using the expert system, and the other group received feedback

Reigeluth, Charles M.

The Search for Meaningful Reform: A Third-Wave Educational System.

PUB DATE- Jan 88
NOTE- 26p.; In: Proceedings of Selected Research Papers presented at the Annual Meeting of the Association for Educational Communications and Technology (New Orleans, LA, January 14-19, 1988). For the complete proceedings, see IR 013 331.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Change; *Educational Improvement; *Educational Strategies; Elementary Secondary Education; Futures (of Society); *Learning Laboratories; *Parent School Relationship; Teacher Motivation; *Teacher Role; Teacher Student Relationship

It is widely recognized that the American educational system has some important shortcomings. These shortcomings are the result of an educational system that is inadequate for today's information based society. This group-based, lock-stepped, graded, and time-oriented system has effectively destroyed the inherent desire of children to learn. In addition, the system is unable to adapt to the accelerated use of educational technology in the learning process. What is needed is a structural reform, but this reform must be made gradually and over a long period of time to permit sufficient time for planning, development, and improvement. In one suggested "third-wave" educational system, the teacher's role would change from one of disseminating knowledge to that of a guide who motivates, advises and manages the child's learning. Parents would choose the guide for their child, based on information from, among other sources, independent "consumer reports." Students and their teacher-guides would be grouped together in "clusters," with instruction provided through free-standing learning laboratories. Student learning goals and activities would be established by contract each quarter to provide a balance between structure and flexibility. A district wide "Consumer Aid" agency would serve both as a place to match students with teacher-guides and a watchdog service to provide reports on teachers, clusters, and learning laboratories. (34 footnotes) (EW)

ED 295 657 IR 013 368

Winn, Bill
The Theoretical Foundations of Educational Technology and Future Directions for the Field.
PUB DATE- Jan 88
NOTE- 13p.; In: Proceedings of Selected Research Papers presented at the Annual Meeting of the Association for Educational Communications and Technology (New Orleans, LA, January 14-19, 1988). For the complete proceedings, see IR 013 331.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Behaviorism; *Cognitive Psychology; *Educational Research; *Educational Technology; *Instructional Design; *Learning Theories; Systems Approach

This paper proposes a theoretical foundation for the field of educational technology based on cognitive learning theory. This proposition is based on consideration of issues which suggest that psychological theory is more central to educational technology than systems theory or theories of management, and that cognitive theories are more fundamental than theories of instruction. Schon's concept of professional expertise is discussed, and it is argued that instructional design would emphasize acquisition of a well-rounded knowledge base over techniques, with the designer able to make students reason from first principles rather than simply helping them find which techniques to apply. Although it is noted that there is likely to be opposition in the field of educational technology to a more theoretical approach, it is suggested that this approach will assist in professionalizing the field and move the field of educational technology beyond the structures and institutions of traditional education. (37 references) (EW)

ED 295 671 IR 013 382

Yeaman, Andrew R. J.
Attitudes, Learning and Human-Computer Interaction: An Application of the Fishbein and Ajzen Model of Attitude-Behavior Consistency.
PUB DATE- Jan 88
NOTE- 6p.; In: Proceedings of Selected Research Papers presented at the Annual Meeting of the Association for Educational Communications and Technology (New Orleans, LA, January 14-19,

LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Abstracts; *Indexes; Library Guides; *Library Instruction; *Library Skills; *Reference Materials; *Research Tools
IDENTIFIERS- *San Francisco State University CA

Designed to be used as part of the library education program of the J. Paul Leonard Library at San Francisco State University, this series includes the following research guides: (1) How to Cite References; (2) Annotated Bibliographies; (3) How to Use American Statistics Index; (4) How to Use Biological Abstracts; (5) How to Use Chemical Abstracts; (6) How to Use Citation Indexes; (7) How to Use Dissertation Abstracts International; (8) How to Use Engineering Index; (9) How to Use ERIC; (10) How to Use Government Reports, Announcements and Index; (11) How to Use HRAF (Human Relations Area Files); (12) How to Use the Index to International Statistics; (13) How to Use Predicasts Publications; (14) How to Use Psychological Abstracts; (15) How to Use the Reader's Guide; and (16) How to Use the Statistical Reference Index. These research guides are primarily "how to" materials illustrating indexes, abstracts, and research methodology; most are limited to two pages. The first page of each guide in the series is typeset with the library logo for series identification, and all of the guides are stored on disk for easy update and revision. High use and rapidly changing disciplines are revised annually; others are revised as demand requires. (Author/EW)

ED 295 685 IR 052 409

Weller, Carolyn R., Ed.; Brandhorst, Ted, Ed.
ERIC Clearinghouse Publications, 1987. An Annotated Bibliography of Information Analysis Products and Other Major Publications of the ERIC Clearinghouses, January-December 1987.
ERIC Processing and Reference Facility, Bethesda, Md.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Apr 88
NOTE- 95p.; For 1986 publications, see ED 283 535.
CONTRACT- 300-87-0004
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC

for Achievement; (21) gender equity; and (22) awareness of health care. For each recommendation, relevant issues and problems are identified, goals are set forth, background information is provided, and specific activities are detailed. 27 references. (MDB)

ED 295 698 JC 880 264

Reitano, Joanne R.
The Community College Mission: Access or Anarchy?
PUB DATE- Apr 88
NOTE- 18p.; Paper presented at the Conference on General Education and the Two-Year College (Buffalo, NY, April 22-23, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Role; *Community Colleges; *Curriculum Development; Curriculum Enrichment; *Curriculum Problems; Demography; *Educational Needs; General Education; Instructional Innovation; *Liberal Arts; Nontraditional Students; Remedial Programs; School Community Relationship; Sciences; Two Year Colleges; Urban Education

The mission of the two-year college is complex, controversial, and frought with internal contradictions. From the start, the two-year college has existed outside the mainstream of higher education, deemed neither serious nor selective with a curriculum paralleling the high school rather than the four-year college. Efforts to enhance the position of the community college through curriculum reform will need to take into account key ways in which community colleges differ from four-year colleges. First, community colleges tend to enroll large percentages of low-income and minority college students. Second, community colleges tend to be urban institutions, with closer links to the surrounding community than most four-year institutions. Third, community colleges were designed as commuter rather than residential colleges. And finally, the central mission of the community college has shifted from liberal education to career education. In light of these distinguishing characteristics, efforts at curriculum reform should use the liberal arts and sciences to: (1) examine the class, racial, ethnicity, general, and urban issues that will play pivotal roles in shaping students' futures; (2) enrich and enliven the mastery of basic skills while preparing students for college-level courses; (3) break down the perceived dichotomy between liberal arts and business curricula;

and allotting extra time for class discussion. Faculty have also indicated that the SGID has had a positive effect on their students' in-class participation, attendance, and submission of assignments. The success of SGID may be attributed to its mid-term timing, the use of a facilitator, its supportive character, and, in the case of the SCCD, support from the college administration and the help of an SGID coordinator. (MDB)

ED 295 712 JC 880 280

Matsen, Marie E.
Computer Assisted Advising Tool (CAAT).
PUB DATE- 88
NOTE- 21p.; Paper presented at the Annual National Conference of League for Innovation in the Community College (14th, San Francisco, CA, October 25-28, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Advising; Community Colleges; Computer Oriented Programs; *Computer Uses in Education; *Degree Requirements; *Educational Counseling; Graduation Requirements; Two Year Colleges
IDENTIFIERS- *Lane Community College OR

Lane Community College's Computer Assisted Advising Tool (CAAT) is used by counselors to assist students in developing a plan for the completion of a degree or certificate. CAAT was designed to facilitate student advisement from matriculation to graduation by comparing degree requirements with the courses completed by students. Three major sources of data are used to generate CAAT reports: (1) the degree program description file, which stores official degree and certificate requirements using a general structure of "areas" (i.e., conceptual groupings for major requirements, minor requirements, and electives) and "tables" (i.e., listings of courses that may be used to satisfy a requirement according to specific rules); (2) student course waivers, which are applied to the fulfillment of specific programs; and (3) student transcripts, which include students' grades and current course enrollments. An online degree evaluation program compares a student's transcript, including waivers and course substitutions, with the stored requirements profile for a selected degree program. A report is then generated, listing all

attention to the school, while the factors which actually led to students to enroll at WRHC continued to be friends and relatives, convenience, and the availability of specific programs. Detailed study results and the survey instrument are appended. (EJV)

ED 295 725 JC 880 317

California Community Colleges: Fiscal Data Abstract, 1986-87. Report 88-10.

California Community Colleges, Sacramento. Office of the Chancellor.

PUB DATE- Jun 88

NOTE- 138p.; Tables contain small print.

AVAILABLE FROM- California Community Colleges, Cashier's Office, 1107 Ninth Street, Suite 500, Sacramento, CA 95814 ($4.00).

LANGUAGE- English

EDRS Price - MF01/PC06 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Numerical/Quantitative Data (110)

DESCRIPTORS- *Average Daily Attendance; Budgets; *Community Colleges; *Educational Finance; *Enrollment; *Expenditures; Income; State Surveys; Two Year Colleges; *Two Year College Students

IDENTIFIERS- *California

This report provides selected statistics on enrollments, units of average daily attendance (ADA), and finances for the California community college districts. After a general summary and a table giving selected data and rankings by district, part I presents fall 1986 headcount enrollments by college. Part II provides data on the student workload measure of ADA for fiscal year (FY) 1986-87 for credit and noncredit students and for those otherwise eligible for state support. Part III contains summaries of first recalculation and second principal apportionments and credit base revenue per ADA. Part IV summarizes general fund transactions for FY 1986-87 and those budgeted for FY 1987-88. Part V deals with actual and budgeted general fund revenues for FY 1986-87 and FY 1987-88, while part VI offers information on general fund expenditures for the same periods. After part VII presents summaries of the current and budgeted expense of education, part VIII examines general fund expenditures by instructional and support activities. Finally, part IX details financial transactions involving funds other than the general fund, including debt service funds, special revenues, capital projects funds, enterprise funds, internal service funds, and fiduciary funds. Historical charts are provided as well as a glossary of terms. (EJV) adolescence. Subjects were 52 eighth grade students between 13 and 14 years of age who attended a junior high school in the metropolitan Atlanta area. Three paper and pencil instruments and a personal interview were administered. The written instruments were the Imaginary Audience Scale (Elkind and Bower, 1979), two subscales from the Personal Fable Scale (Green et al., in press), and seven items from Form A of the How Is Your Logic Test (Grey and Hudson, 1984). Results supported neither Elkind's theory of the developmental basis of imaginary audience and personal fable nor Lapsley's theory of an interpersonal basis for these variables. In no case did cognitive developmental stage or interpersonal understanding contribute significantly to the strength of imaginary audience or personal fable. It was concluded that the major questions about the genesis of adolescent egocentrism remain unanswered. (RH)

ED 295 738 PS 017 391

Sherman, Lawrence W.

Moderating Influence of Gender on the Relationship between Humor and Peer Acceptance in Elementary School Children.

SPONS. AGENCY- Miami Univ., Oxford, Ohio. School of Education.

PUB DATE- Apr 88

NOTE- 13p.; Paper presented at the National Conference on Humor: WHIM VII (7th, Lafayette, IN, April 1-4, 1988).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Elementary School Students; Grade 4; *Humor; Hypothesis Testing; Intermediate Grades; *Interpersonal Attraction; Intervention; Models; *Peer Acceptance; *Sex Differences; Teacher Role

IDENTIFIERS- *Social Facilitation Theory

The hypothesis was tested that humor facilitates social attraction. Students in three fourth-grade classrooms responded to two different peer rating surveys, one measuring interpersonal perceptions of humorousness and the other measuring classroom social distance. Differences between same- and cross-gender ratings were examined. Statistical interactions between the genders of the raters and of the children whom they rated were examined using a complex within and between subjects ANOVA design. Among both genders, children who were rated as more humorous were consistently explores factors entering into innovation, styles of innovation recorded by the project, and factors favorable to and obstacles to the implementation of innovation. Chapter 4 puts forth conclusions and several recommendations concerning the objectives and organization of primary education, conditions surrounding innovation, curricula, the implications of the innovation process for participants, and project follow-up. Appendices provide a general description of the context of the project and it working methods, a discussion of school improvement, case studies on innovations, an exploratory analysis of the process of innovation, the project's main curriculum-related conclusions, and a summary of workshops on research and assessment. (RH)

ED 295 752 PS 017 418

Crane, Jane
Preprimary Enrollment: Fall 1983.
Center for Education Statistics (OERI/ED), Washington, DC.
REPORT NO.- CS-85-110
PUB DATE- Apr 87
NOTE- 22p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Definitions; Early Childhood Education; *Enrollment; Ethnic Groups; *Family Characteristics; Hispanic Americans; *Kindergarten; National Surveys; *Preschool Education; Racial Differences; Tables (Data)
IDENTIFIERS- Private Sector; *Program Characteristics; Public Sector

Part of a series on preprimary enrollment begun in 1964, this report provides 18 tables of data and commentary about 3- to 5-year-old children in preprimary programs. Most of the data is about the children and their families. Family income, education, race, employment, home area, and characteristics of the mother are studied to give a clearer picture of the children served by preprimary programs. Also provided is information on the public and private sectors offering the programs. The data are derived from special tabulations prepared for the Center for Education Statistics from the October 1983 Current Population Survey conducted by the U.S. Bureau of the Census. Appendices provide definitions and information on the source and reliability of estimates. (RH)

ED 295 766 RC 016 604

New Perspectives on the Rural Economy. Hearing on New Perspectives on the Rural Economy before the Subcommittee on Rural Economy and Family Farming of the Committee on Small Business. United States Senate, One Hundredth Congress, First Session.

Congress of the U.S., Washington, DC. Senate Committee on Small Business.

REPORT NO.- Senate-Hrg-100-40
PUB DATE- 5 Mar 87
NOTE- 194p.; Some pages contain small, light type.
AVAILABLE FROM- Superintendent of Documents, Congressional Sales Office, U.S. Government Printing Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Economic Change; *Economic Climate; Employment; Futures (of Society); Hearings; Job Development; *Policy Formation; *Rural Development; *Rural Economics; *Small Businesses
IDENTIFIERS- Congress 100th; Economic Planning; *Economic Trends

Testimony and prepared statements presented at a hearing before the Senate Subcommittee on Rural Economy and Family Farming focused on the concerns of rural small business. Witnesses included Senators from Montana, Illinois, New York, Oklahoma, South Dakota, Wisconsin, Minnesota, and Iowa, and nine representatives of business, state government, federal agencies, education, and regional development agencies. Witnesses presented economic facts which described rural America as accounting for 25% of the nation's population, only 20% of United States personal income, more than 40% of the country's elderly, 38% of the nation's poor, 67% of all substandard housing, and unemployment exceeding twice the national average. Witnesses suggested that to revitalize rural America, new jobs in both traditional and new industries are needed. Others indicated that the rural economy no longer means isolated and sparsely populated farm communities, but a collection of many diverse economies, depending not only on traditional farming, fishing, timber, and mining industries, but also new industries like manufacturing, services, and tourism. (NEC)

ED 295 767 RC 016 605

Chicago, Ill.
PUB DATE- Jul 87
NOTE- 21p.
AVAILABLE FROM- National Easter Seal Society, 2023 West Ogden Ave., Chicago, IL 60612 ($1.10 plus $0.75 postage and handling).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Anxiety; *Aphasia; *Etiology; *Speech Therapy; *Therapeutic Recreation
IDENTIFIERS- *Agnosia; *Apraxia (Speech)

This pamphlet is designed for use by nonprofessionals as a guide to providing speech therapy for persons with aphasia. It includes an introduction that reviews the causes of aphasia, its immediate effects at onset, and the reactions typical to persons who develop aphasia. Uncomplicated aphasia is described first with eleven specific therapy suggestions to help overcome it. Among these are singing familiar songs, counting, naming days of the week in series, playing simple games that require little talk, labeling things, and reading sentences aloud. Following that, the three most common complicating patterns are described and additional therapy techniques are suggested for each. Goals for persons having aphasia with apraxia of speech are provided which include specific lists of sounds, words, phrases, and sentences for the person to imitate. The suggestions for persons having aphasia with auditory agnosia focus on practice in careful listening and describing what the person sees. Advice for persons with aphasia complicated by confusion or anxiety includes avoiding asking him or her to make decisions, concentrating on words and materials the person knows and uses well from habit, and using a calm, soothing manner. Names and addresses of organizations to contact for additional information are appended. (VW)

ED 295 382 EC 202 820

Pocket Guide to Federal Help for Individuals with Disabilities.
Department of Education, Washington, DC. Clearinghouse on the Handicapped.
REPORT NO.- E-87-22002
PUB DATE- Sep 87
NOTE- 35p.; For the 1982 edition, see ED 261 518.
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing

states provide services to children ages 3 through 5? What type of services must be provided to children ages 3 through 5? How can a child be referred for preschool services? Also provided is a list, with telephone numbers, of the state lead agencies responsible for overall administration of the program. (DB)

ED 295 395 EC 202 834

Lichtenstein, Steve; Zantal-Wiener, Kathy
Special Education Dropouts. ERIC Digest #451.
ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 88
NOTE- 3p.
CONTRACT- 400-84-0010
AVAILABLE FROM- ERIC Clearinghouse on Handicapped and Gifted Children, 1920 Association Dr., Reston, VA 22091 (free, please enclose a self addressed stamped envelope).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Reports - Descriptive (Program/Project Descriptions) (141) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Disabilities; Dropout Characteristics; *Dropout Prevention; *Dropout Rate; *Dropout Research; High Schools; Identification; Individualized Education Programs; Intervention; Mild Disabilities; Remedial Instruction; Special Education
IDENTIFIERS- ERIC Digests

The problem of dropouts among special education students is summarized. After a brief overview of the problem, various studies are cited indicating a substantially higher incidence of dropping out of high school prior to program completion for handicapped than for non-handicapped students. Implications and recommendations for educational policy and practice are then considered. Among these are the need for early identification of dropout-prone students so that positive intervention can be implemented; the need for using information on factors leading to dropping out in remedial programming and counseling; and the need to reevaluate the effectiveness of individualized education programs for mildly handicapped students. Also provided is a bibliography of 19 additional resources. (DB)

Disabilities?
PUB DATE- Feb 88
NOTE- 33p.; Paper presented at the Annual University of Wisconsin-Oshkosh Special Education Conference (Oshkosh, WI, February 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; Cognitive Processes; Elementary Education; *Learning Disabilities; Scores; Sequential Learning; Student Characteristics; *Test Interpretation; Test Norms
IDENTIFIERS- *Kaufman Assessment Battery for Children

Three studies were designed to explore the pattern of scores on the Kaufman Assessment Battery for Children (K-ABC) by 18 students in elementary level learning disability (LD) resource programs (Study 1), 133 elementary level students referred for learning problems (Study 2), and 67 elementary students referred for severe learning disabilities (Study 3). Conclusions drawn from results of all three studies are as follows: consistent or characteristic patterns of performance on the K-ABC for LD children are lacking; the factor distinguishing students referred and subsequently identified as LD and those not identified as LD is usually a discrepancy between the Achievement (ACH) standard score and the Mental Processing Composite score on the K-ABC; global scores may camouflage similarities or differences in actual subtest performance between groups of students; the K-ABC Achievement scale does not represent a unitary trait for students with learning problems; the majority of studies with LD students reveal mean simultaneous (SIM) processing scores greater than mean sequential (SEQ) scores; in contrast to the standardization sample, a large proportion of students with learning problems exhibited equal simultaneous and sequential processing scores; when a processing preference was shown by LD students, the SIM-SEQ pattern was most likely; LD students exhibit a similar pattern of subtest scores as learning problem students but with lower achievement levels. (DB)

ED 295 410 EC 202 849

Carruth, Ellen D.; Black, Robert S.
Data Report on Programs for the Handicapped, 1986-87.
South Carolina State Dept. of Education, Columbia. Office of Programs for the Handicapped.
PUB DATE- 87

Borsi, Emilia; Rogg, Fay R.
Teaching Practical Writing Skills to Hispanic Students.
PUB DATE- Apr 86
NOTE- 12p.; In: Proceedings of the Fifth Annual Eastern Michigan University Conference on Languages for Business and the Professions (see FL 016 586).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Persistence; *Bilingualism; Bilingual Teachers; Community Colleges; Dropout Prevention; English (Second Language); *English for Special Purposes; High Risk Students; *Hispanic Americans; Individualized Instruction; Postsecondary Education; *Relevance (Education); Second Language Instruction; Self Evaluation (Individuals); Tutors; Urban Schools; *Vocational Education; *Writing Instruction; Writing Skills
IDENTIFIERS- City University of New York Manhattan Comm Coll

Borough of Manhattan Community College, City University of New York, developed a course in practical writing skills for bilingual students as a means of reducing the dropout rate among vocational students, the largest group of Hispanic students in the institution. The objective was to provide writing skills through source materials with a practical orientation. Most of the 50 original participants were unable to register in or complete a college level course because of limited writing skills in either Spanish or English and inadequate general knowledge. The method's main features are that the student: (1) reads and analyzes, orally and in writing, current periodicals in both Spanish and English; (2) meets with other Hispanics in successful careers; and (3) has a bilingual Hispanic tutor. The course is designed to give adult students a feeling of accomplishment by using their own language and experience while learning to organize and express their ideas on paper, and it is recommended that it be taken in conjunction with English as a second language and reading for even more positive results. Foreign language teachers are in the best position to provide this practical transitional experience. (MSE)

ED 295 425 FL 016 599

Lillie, Elisabeth
French for Business: Aims and Exercises in a European Business

ED 295 438   FL 016 612

Merrifield, Doris Fulda
Teaching Business German with a New Textbook on the Market.
PUB DATE- Apr 86
NOTE- 27p.; In: Proceedings of the Fifth Annual Eastern Michigan University Conference on Languages for Business and the Professions (see FL 016 586).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Business Administration Education; *Business Communication; College Students; *German; Higher Education; *Languages for Special Purposes; Second Language Instruction; *Textbook Content; Textbook Preparation; *Textbooks; Vocabulary Development

This document introduces a new German business language textbook for American college students and describes the preparation, structure, and potential classroom uses of the materials. The text has five units and a total of 15 sections, each of which can be covered in about three contact hours. Each section begins with a text on the subject matter and introduces vocabulary commonly used in that area. Exercises designed to build vocabulary follow. Usually, a device to test lexical comprehension is included, and consists of charts or tables with blanks to be filled in, definitions requested in English, and/or finding or assigning paragraph headings. Many sections have an exercise focusing on a major grammatical point, without explanation and using the specialized vocabulary of the unit. Most chapters also contain questions on the text to test general comprehension. Sections usually end with skits between two or more people or with other oral presentations. Authentic texts from German business periodicals are sometimes used. All the text material is in German, with instructions for the exercises given in English. Word study exercises, vocabulary quizzes, grammar review, translation of sentences, writing of answers to questions, and the writing of summaries in German and English make up the home assignments. Sample pages are included. (MSE)

ED 295 439   FL 016 613

EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Class Activities; Classroom Techniques; *Computer Assisted Instruction; Cultural Activities; Cultural Awareness; *Cultural Education; Educational Objectives; *Instructional Materials; Learning Activities; *Popular Culture; Second Language Instruction

The foreign language student must experience popular culture to fully comprehend the framework in which the foreign language functions. Traditional language learning, preoccupied with words, syntax, and pronunciation, has ignored this element, leaving students unprepared to interact with individuals in the target culture. Classroom activities to teach popular culture include: teacher explanation of a custom to the class; discussion of greetings, announcements of public events, popular advertising, invitations, and newspaper headlines; culture quizzes; introduction of songs reflecting popular culture; mini-debates; using analogy and contrast to examine cognates; and readings of popular commercials and magazines. A knowledge of the popular culture helps students from our monocultural society understand why people from another society may act differently. (MSE)

ED 295 454 FL 016 628

Deveny, John
Foreign Language Training for University Personnel.
PUB DATE- Apr 86
NOTE- 7p.; In: Proceedings of the Fifth Annual Eastern Michigan University Conference on Languages for Business and the Professions (see FL 016 586).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Techniques; *College Faculty; Communication Skills; Federal Aid; French; Grants; Higher Education; *Institutional Personnel; *Languages for Special Purposes; *Relevance (Education); Second Language Instruction; *Second Language Programs; Skill Development; Small Group Instruction; Spanish; Spouses; *Staff Development; State Universities; Vocabulary Development

ED 295 469 FL 017 410

Cameron, Penelope
Some Considerations When Writing a Guided Reader.
PUB DATE- Mar 88
NOTE- 7p.; Paper presented at the Annual Meeting of the Teachers of English to Speakers of Other Languages (22nd, Chicago, IL, March 8-13, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *English (Second Language); Guidelines; Limited English Speaking; Publishing Industry; Reader Text Relationship; *Reading Materials; *Syntax; *Textbook Content; *Textbook Preparation; *Vocabulary
IDENTIFIERS- *Guided Readers

Guided readers are written so students of English as a second language (ESL) can read them without supervision, and graded for different levels of reading competence. A superlative guided reader allows the student to read with such comfort and assurance that he will forget English is not his native language, be willing to guess, and become interested in the story or information. Excellence in a guided reader may be achieved through the control of syntax, vocabulary, and content. Publishers have varying prescriptions for sentence length and complexity, tense and voice usage, readability, and word lists. The reader must also have materials that the publisher considers suitable. Publisher-author contracts often reflect the sensibilities of the target market. Subject matter, characterization, and plot should be carefully considered. Simplification continues to create controversy, and ideally, ESL students should have well-written stories just for them. Principles of writing guided readers are in some ways similar to those for writing short stories. Certain devices are peculiar to the guided reader, and some are especially suitable to it. The guided reader writer must be explicit and redundant. If the text encourages the learner to read alone, a barrier to his progress will be eliminated. (MSE)

of common issues in culturally sensitive ways. Students write plays as a group about specific situations with specific personalities and perspectives. The group playwriting allows for ample discussion of both grammatical and cultural issues. Students then study and perform the play for videotaping, with subsequent self-analysis. Readings, class discussions, guest speakers, and other techniques are used to focus on the specific issue addressed. The approach has been generally successful, with the students showing willingness to evaluate and correct themselves. Some difficulty has arisen with student groups whose cultural background makes expression of opinion difficult. The technique is recommended as a means of promoting communicative instruction. (MSE)

ED 295 485 FL 017 429

Veltman, Calvin
The Future of the Spanish Language in the United States.
Hispanic Policy Development Project, Inc., New York, NY.
PUB DATE- 88
NOTE- 156p.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Demography; Employment; *English (Second Language); Ethnic Groups; *Futures (of Society); Geographic Distribution; Hispanic Americans; Immigrants; Language Attitudes; Language Maintenance; *Language Planning; Language Proficiency; *Language Role; Language Usage; Population Growth; Public Policy; Research Methodology; *Spanish; *Spanish Speaking

A broad-bases study of the ways in which Hispanics in the United States are dealing with the English language is presented. The report analyzes the latest reliable language data collected by the U.S. census, including the 1980 national census, and finds a steady shift in language usage from Spanish to English among immigrants and native-born Hispanics. Chapters address these topics: (1) theory and method in the analysis of language shift; (2) the size of the Spanish origin group; (3) the structure of the Spanish origin group; (4) a nativity profile of the Spanish origin group; (5) language shift among immigrants; (6) language shift among the native-born; (7) regional aspects of language shift; (8) the urbanization of the Spanish language population; (9) ethnic origins of this population; (10) modeling population growth in this group; and (11) projections of its size and composition. Appended

DESCRIPTORS- Chinese; Cultural Awareness; English (Second Language); Instructional Improvement; *Language Attitudes; *Language Teachers; *Overseas Employment; Pronunciation; *Second Language Learning; Serbocroatian; *Teacher Attitudes; *Teacher Role; Uncommonly Taught Languages

For practical reasons, teachers of English as a second language abroad may choose not to learn the local language. However, the advantages of learning even a little of the language far outweigh any inconvenience caused by extra study time. First, teachers abroad lead more comfortable lives when not depending on others for basic needs such as buying food or mailing letters. Second, they gain the respect of students and others because language-learning efforts communicate the value of language and culture and may help the teacher understand specific classroom problems such as pronunciation or discussion difficulties. Third, and perhaps most significant, is the effect that learning another language has on one's teaching philosophy, improving empathy and confidence by modeling second language practice. (MSE)

ED 295 501 FL 017 454

Davis, James J.
Teaching Cultural Gestures in the Foreign Language Classroom: A Review of Literature.
PUB DATE- 88
NOTE- 13p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Body Language; Class Activities; Classroom Techniques; Communication Problems; *Communicative Competence (Languages); *Cultural Education; Educational Strategies; Instructional Materials; *Intercultural Communication; *Nonverbal Communication; Second Language Instruction; Sociolinguistics

The literature on foreign language instruction focuses on communicative competence and proficiency in producing culturally and situationally appropriate utterances. Traditionally, nonverbal aspects of communication have not been emphasized. Systematic study of this field is relatively recent in communication research. Both verbal and nonverbal aspects of communication are important to the sociolinguistic approach to language teaching. The status of gestures has been widely misinterpreted; they do not stand alone but substitute for linguistic behavior. More focused attention

Wilbur, Franklin P.; And Others

National Directory of School-College Partnerships: Current Models and Practices.

American Association for Higher Education, Washington, D.C.
SPONS. AGENCY- National Association of Secondary School Principals, Reston, Va.; Syracuse Univ., NY. Project Advance.
PUB DATE- 87
NOTE- 144p.
AVAILABLE FROM- American Association of Higher Education, One Dupont Circle, Suite 600, Washington, DC 20036 ($15.95 includes postage and handling; 20% discount for 20 or more copies).
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Acceleration (Education); Administrators; *Articulation (Education); *College Bound Students; *College School Cooperation; Consortia; *Cooperative Programs; Curriculum Development; Educational Research; Faculty Development; Gifted; Higher Education; High Risk Students; Minority Groups; Models; National Surveys; *Teacher Education; Tutoring; Writing Instruction
IDENTIFIERS- *Partnerships in Education

Information on cooperative programs between colleges and schools is presented in this directory, which, along with a database, was developed from the results of the 1986 National Survey of School-College Partnerships. The first section of the directory contains 166 descriptive abstracts that are organized into 15 categories of partnership programs. The second section lists 1,042 partnership programs in alphabetical order by institution. For each program, information is provided on: institution name, partnership name, contact name and title, and contact address and telephone number. The 15 categories of partnerships are as follows: inservice education/faculty development/academic alliances; programs offering college-level instruction to precollege students; minority, disadvantaged, and at-risk students; gifted and talented students; preservice and training new teachers; articulation programs; curriculum development; research on teaching and learning; program for administrators; adopt-a-school; consortia; coordination of collaborative activities; National Writing Project; tutoring programs; and miscellaneous. A copy of the National Survey of School-College Partnerships is appended, along with a form for electronic database searches. (SW)

from 1971-1987. An index of U.S. and Canadian institutions cited is featured. (SM)

ED 295 528 HE 021 453

Baumgaertner, William L., Ed.
Fact Book on Theological Education, 1987-88.
Association of Theological Schools in the United States and Canada, Vandalia, OH.
PUB DATE- 88
NOTE- 258p.; Tables may not reproduce well due to small print.
LANGUAGE- English
EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- *Church Related Colleges; College Faculty; Enrollment Trends; Financial Support; Higher Education; Library Materials; Masters Programs; Professional Education; Racial Composition; Sex Bias; Teacher Salaries; *Theological Education

Information is provided on theological education during 1987-88, based on data from 201 of the 204 U.S. and Canadian members of the Association of Theological Schools. Information is included on enrollment, professional staff, and salaries for the current year, and graduation statistics, financial reports, and library data from the previous academic year. This is designed to permit ready comparisons across the years. All data (except the Native American enrollments) are subjected to computer analysis. Data received from each school are classified by size of enrollment, accredited or "other," university relation, cluster membership, race, denomination, region of location, and highest degree offered for the accredited schools only. This information is intended to improve theological education by establishing standards and accreditation for institutions and acting as a forum for shared interests. The 125 tables are accompanied by detailed descriptions. (SM)

ED 295 529 HE 021 454

Barber, Elinor G.; Morgan, Robert P.
Boon or Bane: Foreign Graduate Students in U.S. Engineering Programs. IIE Research Report Series No. 15.
Institute of International Education, New York, N.Y.
SPONS. AGENCY- National Science Foundation, Washington, D.C.
REPORT NO.- ISBN-87206-169-8
PUB DATE- 88
NOTE- 48p.
AVAILABLE FROM- Institute of International Education, 809 United Nations Plaza, New York, NY 10017 ($4.00).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Administrator Attitudes; College Students; *Engineering Education; *Foreign Students; Graduate Students; Higher Education; National Security; *Research Assistants; Teacher Attitudes; *Teaching Assistants

To examine the impact of foreign students on U.S. engineering education, a survey was conducted of departmental chairpersons and faculty of engineering schools. Of a survey population of 651 chairpersons, 441, or 67.7% responded; 1,757 faculty questionnaires were mailed, and 943, or 53.7%, responded. Results, overall assessments, and policy implications are discussed in detail, supported by data presented in 7 tables. In general, the study shows that without foreign graduate students, who constitute approximately 50% of Ph.D. candidates in engineering, research and teaching in engineering would be damaged. Little likelihood is seen of proportions shifting toward a majority representations of U.S. graduate students in the immediate future. However, differences in language and research style and in restricted access to defense-related research can present problems for students and faculty. It was found that foreign graduate students are often more effective than U.S. students in theoretically sophisticated research, but the foreign students are less effective as teaching assistants because of language and cultural differences. Implications are discussed of the high enrollment of foreign graduate students for research affecting national security. (KM)

ED 295 543　　　　　　　　　HE 021 476

Kuh, George D.; Whitt, Elizabeth J.
Using the Cultural Lens To Understand Faculty Behavior.
PUB DATE- Apr 88

of industry. Colleges that were surveyed were: medical and law schools, home economics colleges, commerce colleges, colleges of education and research, engineering colleges, post-graduate degree colleges, and universities. Background information on Pakistan is considered, including: population trends; regional distribution of the population; resources (e.g., mineral); the economy; enrollments at the primary and secondary school levels; literacy rates; and numbers of school facilities. Employment and unemployment rates and projections for 1983-1988 are examined. Attention is directed to demand for higher education, financing college, career planning and transition to work, interaction between college and occupations, labor mobility, and earnings. Implications of the findings for higher education planning are addressed. (Over 100 tables are provided). (SW)

ED 295 556 HE 021 508

Collective Bargaining Contract by and between Rhode Island School of Design and Rhode Island School of Design Faculty Association (NEARI/NEA), 1987-1990.

National Education Association, Washington, D.C.; Rhode Island School of Design, Providence.

PUB DATE- 87

NOTE- 84p.

LANGUAGE- English

EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090) Tests, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Academic Advising; Administrator Evaluation; Administrator Responsibility; Arbitration; *Collective Bargaining; *College Faculty; *Contracts; Employer Employee Relationship; *Faculty College Relationship; Faculty Evaluation; Faculty Organizations; Grievance Procedures; Higher Education; Labor Legislation; Leaves of Absence; Librarians; *Negotiation Agreements; Participative Decision Making; Performance; Questionnaires; Retrenchment; Teacher Responsibility; Teacher Rights; Teacher Strikes; Unions

IDENTIFIERS- National Education Association; NEA Contracts; *Rhode Island School of Design

The collective bargaining agreement between the Rhode Island School of Design and Rhode Island School of Design Faculty Association (NEARI/NEA) covering the years 1987-1990 is presented. Items covered in the agreement include: recognition; management rights;

Telecommunications Policy Research Conference. Alternatives to Rate of Return Regulation Section. Papers.

Telecommunications Policy Research Conference, Inc., Washington, DC.

PUB DATE- Sep 87

NOTE- 17p.; Papers presented at the Telecommunications Policy Research Conference (15th, Airlie, VA, September 27-30, 1987). For the program and additional papers, see IR 013 160-182.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Competition; Consumer Economics; *Cost Effectiveness; *Costs; *Economic Change; *Telecommunications; *Telephone Communications Industry; Utilities

IDENTIFIERS- American Telephone and Telegraph Company; *Pricing; *Regulatory Programs

The first of two papers presented in this section, "Price-Caps: Theory and Implementation" (Peter B. Linhart and Roy Radner) describes a proposed method of regulation involving price caps on core services and no price regulation of other services. This method is designed to replace rate-of-return regulation during a transition period to a deregulated long-distance telecommunications industry. In particular, the following implementation issues are addressed: (1) which services should be capped; (2) the starting point for the cap; and (3) changes in the economic environment that should be reflected in the cap, and how they should be reflected. The paper is supplemented by a table, and contains 12 footnote citations. The second paper, "Alternatives to Rate of Return Regulation" (Ingo Vogelsang) (abstract only) introduces a regulatory two-part monopoly pricing mechanism which permits a firm to freely choose the variable price of the two-part tariff as long as the fixed part obeys a constraint. It is noted that the firm using this mechanism will in every period receive an approximation to the welfare change caused by its price changes over the last period, and, contrary to most other suggestions for incentive pricing, this approach requires no government subsidies. (Author/EW)

ED 295 570 IR 013 163

Telecommunications Policy Research Conference. Future of Cable TV Section. Papers.

Telecommunications Policy Research Conference, Inc., Washington, DC.

PUB DATE- Sep 87

Policy Research Conference (15th, Airlie, VA, September 27-30, 1987). For the conference program and additional papers, see IR 013 160-182.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Futures (of Society); *Information Networks; Information Processing; *Information Technology; *Technological Advancement; *Telecommunications
IDENTIFIERS- *Optical Data Transmission

The paper for which an abstract is presented here, "Future Network Architectures" (Anthony Rutowski), discussed innovations in processing/switching and transmission technologies, including the development of new broadband optical transfer modes using label and position multiplexing techniques. It is suggested that future network architectures will likely be an open complex of physical and virtual fabrics, employing optical backbones, with significant storage, processing, and low-level formatting functions, and that they will exist in the public networks as powerful national resources. (Author/EW)

ED 295 585 IR 013 178

Sikes, Alfred C.
Policy Development in Telecommunications.
Telecommunications Policy Research Conference, Inc., Washington, DC.
PUB DATE- 29 Sep 87
NOTE- 16p.; Speech delivered at the Telecommunications Policy Research Conference (15th, Airlie, VA, September 27-30, 1987). For the conference program and additional papers, see IR 013 160-182.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Business Communication; Competition; Federal Courts; *Federal Government; Federal Regulation; *Industry; *Information Services; *Public Policy; *Telecommunications
IDENTIFIERS- *Information Policy

This statement by Alfred C. Sikes, Assistant Secretary for Communications and Information, National Telecommunications and Information Administration (NTIA), Department of Commerce, discusses the NTIA's role in insuring information access for

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Communications Satellites; *Developing Nations; *Distance Education; Educational Objectives; Foreign Countries; *Mass Media; Rural Development; *Telecommunications
IDENTIFIERS- *Indonesia

This discussion of the cultural aspects of mass media in Indonesia covers the following topics: (1) PALAPA, the Indonesian communications satellite; (2) cultural, demographic, and economic characteristics of Indonesia; (3) television policies and programming; (4) the number of government- and privately-owned radio stations; (5) a longitudinal study being conducted to explore the social impact of television; and (6) development objectives, with emphasis on the role of telecommunications in education. A number of distance education projects at all levels are briefly described. (24 references). (MES)

ED 295 600 IR 013 252

Kitabchi, Gloria
Evaluation of the Apple Classroom of Tomorrow.
PUB DATE- Nov 87
NOTE- 29p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (16th, Mobile, AL, November 11-13, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Attendance; Black Students; *Computer Assisted Instruction; Grade 5; Hypothesis Testing; *Instructional Effectiveness; Intermediate Grades; Intermode Differences; Microcomputers; Multivariate Analysis; *Parent Attitudes; Program Evaluation; *Student Attitudes; Tables (Data); Time on Task
IDENTIFIERS- *Apple Classroom of Tomorrow; Memphis City Schools TN

The Memphis Apple Classroom of Tomorrow (ACOT), one of seven ACOT locations, was a joint project of the city schools and Apple Computer. The ACOT consisted of a class of 30 fifth grade students in an inner city school, who were selected on the basis of the willingness of the students and their parents to participate and to use computers in the classroom and at home. (The Memphis class was the only ACOT class with an entirely black student population.) Each student was provided with a computer both at school and at

EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Computer Literacy; *Computer Science Education; *Educational Objectives; Educational Philosophy; *Educational Planning; Elementary Secondary Education; State Boards of Education
IDENTIFIERS- Michigan

Developed by the Michigan State Board of Education, this document begins with brief discussions of a philosophy for the integration of computers into all content areas and district planning for computer use in schools. Essential goals and objectives for computer education are then outlined in the following areas: (1) computing and its evolving role in a technological society, including the historical development of the computer, the role and impact of computers in society, ethical and social issues raised by increased use of computers, and future trends; (2) computing fundamentals, including understanding of the basic operations, terminology, and parts of computer systems as well as the ability to independently operate a system; (3) computer applications, including familiarity with word processing, database management, spreadsheets, graphics, communications, and programming; and (4) computer-enhanced problem solving. A resource for district planning and a list of educational computer resources are appended. (MES)

ED 295 615 IR 013 267

Martin, C. Dianne
Ethnographic Methods for Studying Microcomputer Implementation in Schools.
PUB DATE- Apr 88
NOTE- 31p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrator Attitudes; *Adoption (Ideas); *Computer Assisted Instruction; *Educational Innovation; Elementary Education; Ethnography; Interviews; Junior High Schools; *Microcomputers; Naturalistic Observation; *Program Implementation; Questionnaires; School Surveys; Teacher Attitudes

This study examined the mobilization and implementation stages of equity and educational excellence, i.e., provision of maximum access to educational resources for everyone vs. increased access to educational resources for those who excel; (2) current challenges to the scientific worldview from groups who hold alternative worldviews about the production and justification of knowledge; and (3) the challenge to the scientific worldview presented by the "new pragmatism," or "social construction," as it creates a void allowing for the empowerment of alternative "knowledge communities," e.g., religious and ethnic groups. The instructional design point of view, which embraces convergent and measurable responses pegged to carefully specified objectives in the transfer of a pre-selected, invariant body of knowledge, is called into question in light of the development of more fluid, multiple knowledge structures negotiated at the local level. (13 references) (EW)

ED 295 629 IR 013 339

Martin, Barbara L.
The Ethics of Equity in Instructional Design. Symposium: Technological Equity: Issues in Ethics and Theory.
PUB DATE- Jan 88
NOTE- 11p.; In: Proceedings of Selected Research Papers presented at the Annual Meeting of the Association for Educational Communications and Technology (New Orleans, LA, January 14-19, 1988). For the complete proceedings, see IR 013 331.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Design Requirements; *Educational Environment; *Educational Technology; Equal Education; Ethics; Individual Needs; *Instructional Design; *Open Education; *Sex Fairness

This paper considers the question of how much of the instructional process instructional designers should control by pre-planning and managing instruction so that it is equitable, focusing on three specific concerns: (1) whether the designer who plans the instruction or the student is responsible for student learning; (2) whether or not the contingencies of instruction can be managed so as to ensure student learning; and (3) how instructional design can encourage learner self-development and ensure that students take some responsibility for their own learning. With regard to the first concern, it is argued that instructional designers often from a teacher. The expert system used a question and answer approach which required students to relate textual information to what they already knew, and to evaluate each production project based on a set of criteria for that project. The evaluation task was subjected to two measurements: (1) a content analysis, which was used to count the number of standard criteria cited and the number of new criteria applied or generated; and (2) opinion measurements, which included a self-rating of learning and a rating of the expert system. Nether the quality measurement nor the citation of details measurement (except for evaluation of lettering samples) produced significantly higher results for the group using internally generated feedback. However, the internally generated feedback group produced a significantly greater number of non-standard criteria in the second measurement of the evaluation task. Overall, the opinion measurements of the students who used the expert system to generate their own feedback about their project were favorable. The text is supplemented by 2 figures, 5 tables, and 19 references. (EW)

ED 295 643 IR 013 353

Greene, Elinor C.; And Others
Effects of New Computer Technology on Increases in Children's Word Recognition Automaticity.
PUB DATE- Jan 88
NOTE- 19p.; In: Proceedings of Selected Research Papers presented at the Annual Meeting of the Association for Educational Communications and Technology (New Orleans, LA, January 14-19, 1988. For the complete proceedings, see IR 013 331.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Analysis; *Computer Assisted Instruction; *Context Clues; *Decoding (Reading); Elementary Education; Elementary School Students; Instructional Design; *Instructional Effectiveness; *Intermode Differences; Pretests Posttests; Reading Difficulties; Reading Research; *Word Recognition; Word Study Skills

This study compared the effectiveness of two computer-based techniques for improving word recognition automaticity in children with mild reading difficulties. One of the techniques provided practice in identifying individual words out of context, while the

Rezabek, Landra L.
Perceived Credibility of Female Peer Talent in the Context of Computer Instruction.
PUB DATE- Jan 88
NOTE- 13p.; In: Proceedings of Selected Research Papers presented at the Annual Meeting of the Association for Educational Communications and Technology (New Orleans, LA, January 14-19, 1988). For the complete proceedings, see IR 013 331.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Audiotape Recordings; *Computer Assisted Instruction; *Credibility; *Peer Influence; *Role Models; Secondary Education; Secondary School Students; *Sex Differences; Slides; *Student Attitudes

This study examined the effects of gender, attitudes toward computers, and presentation of individual or paired female peer talent on adolescent learners' perceptions of talent credibility in the context of media presentations on computer utilization. Subjects were 96 eighth grade students (56 females, 40 males) enrolled in careers and communications classes in an Oklahoma City area school. Students completed Part 1 of the Minnesota Computer Literacy and Awareness Assessment to determine their extant attitudes towards computers, and were assigned to four treatment groups to give balanced representation of sex and positive or negative attitudes toward computers. Four slide-tape presentations on computer utilization were prepared using one or two adolescent females to deliver the introduction. Talents A and B appeared alone on each of two tapes, and were paired on the other two, each serving as the main focus on one of the tapes. The data showed no significant differences in credibility scores based on gender or attitudes toward computers. However, there was a consistent trend for students to assign higher credibility scores to individuals rather than paired talents, regardless of the subject's gender or attitude toward computers. The most frequently cited reason for perceiving talent as credible was the fact that the talent had been chosen to appear in the media presentation. When questioned about preferences for using computers alone or with a friend, female students more frequently gave a preference for working with a friend. However, preference for working with a friend did not differ in males or females based on attitudes toward computers. (34 references) (EW)

1988). For the complete proceedings, see IR 013 331.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Behavioral Science Research; College Students; Higher Education; Learning; *Man Machine Systems; Mathematical Models; *Microcomputers; *Student Attitudes; *Student Behavior
IDENTIFIERS- *Fishbein Model of Attitudes

The Fishbein and Ajzen model of attitude-behavior consistency was applied to 56 undergraduates learning to use a microcomputer. Two levels of context for this act were compared: the students' beliefs about themselves, and their beliefs about people in general. The results indicated that students' beliefs were good predictors of their behavioral intentions and they thought that learning to use a microcomputer would be significantly more helpful to them than to other people. The findings are congruent with the Fishbein and Ajzen model of attitude-behavior consistency. Examining attitudinal and normative beliefs about specific behaviors provides useful information on learning and technology. (15 references) (Author)

ED 295 672 IR 013 383

Grabowski, Barbara; Pearson, Robert
The Development of a Research Agenda and Generic Disc for Computer-Based Interactive Video.
PUB DATE- Jan 88
NOTE- 15p.; In: Proceedings of Selected Research Papers presented at the Annual Meeting of the Association for Educational Communications and Technology (New Orleans, LA, January 14-19, 1988). For the complete proceedings, see IR 013 331.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cognitive Style; *Computer Assisted Instruction; Field Dependence Independence; *Instructional Design; *Instructional Effectiveness; *Interactive Video; Models; *Research Design; Student Characteristics; *Videodisks
IDENTIFIERS- Message Design

This paper describes the development of a conceptual framework for conducting research using computer based interactive video and a generic disc as research tools. It is argued that computer based

Information Analysis Products (071) Reference Materials - Bibliographies (131) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Abstracts; Annotated Bibliographies; *Clearinghouses; *Education; Educational Research; Federal Programs; Literature Reviews; *Publications; *Resource Materials; *State of the Art Reviews
IDENTIFIERS- Educational Information; *ERIC

A broad range of education-related topics are addressed in this annotated bibliography, which presents citations and abstracts for 239 publications produced by the 16 Educational Resources Information Center (ERIC) Clearinghouses in 1987. An introduction describes the ERIC system, clearinghouse publications, the organization of this bibliography, and the availability of clearinghouse publications. A statistical summary by year (1968-1987) shows the number of publications included for each clearinghouse in the series of which this bibliography is the most recent. Document resumes are provided from the following clearinghouses: (1) Adult, Career, and Vocational Education; (2) Counseling and Personnel Services; (3) Reading and Communication Skills; (4) Educational Management; (5) Handicapped and Gifted Children; (6) Languages and Linguistics; (7) Higher Education; (8) Information Resources; (9) Junior Colleges; (10) Elementary and Early Childhood Education; (11) Rural Education and Small Schools; (12) Science, Mathematics, and Environmental Education; (13) Social Studies/Social Science Education; (14) Teacher Education; (15) Tests, Measurement, and Evaluation; and (16) Urban Education. Indexes by subject, author, and institution are provided. The 533 ERIC Digests produced by the clearinghouses through 1987 are also listed. Formerly called Fact Sheets or Short Reports, these short user-oriented reference sheets are arranged by clearinghouse. A directory of ERIC system components with addresses, telephone numbers, and brief descriptions of the clearinghouse scope areas is also provided, as well as a form for ordering microfiche or paper copy of ERIC Clearinghouse publications from the ERIC Document Reproduction Service. (CGD)

JC

and (4) enhance the academic quality of life for the commuting student and the community. Educators must insist on using the liberal arts to extend opportunities for social mobility and personal development to students who need remediation, who want careers, and who dream of equality. (MDB)

ED 295 699 JC 880 266

Maryland Community Colleges 1987 Program Evaluations.
Maryland State Board for Community Colleges, Annapolis.
PUB DATE- May 88
NOTE- 178p.
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- College Transfer Students; *Community Colleges; Declining Enrollment; Educational Assessment; Education Work Relationship; Enrollment; Enrollment Trends; Followup Studies; Job Placement; *Nursing Education; *Outcomes of Education; Program Evaluation; State Surveys; *Statewide Planning; *Transfer Programs; Two Year Colleges; *Vocational Education
IDENTIFIERS- *Maryland

As part of an annual statewide evaluation process, quantitative information on community college education is reviewed by the Maryland State Board for Community Colleges. Subsequently, a qualitative assessment is conducted by selected colleges in response to specific questions raised by the board. This report provides the results of individual qualitative evaluations of 44 programs throughout the community college system, as well as the results of a statewide evaluation of associate degree nursing programs. First, the nursing program evaluation is presented, including descriptive information on the programs offered at 14 of the 17 Maryland community colleges, an analysis of trends in enrollments and student characteristics, program performance data, the results of evaluations conducted by the colleges, and recommendations for student recruitment and program articulation. The next section contains evaluation reports for 44 programs identified as having specific problems (e.g., declining enrollments, low transfer rates, low job placement levels, high costs, inadequate student follow-up, or declining degree awards). Each evaluation report includes the name of the college, the program, and the level of award; responses to questions posed by the board concerning factors accounting for the problem, graduate requirements arranged by areas, and indicating which requirements the student has completed and which remain unsatisfied. The CAAT report is arranged in a chronological fashion, providing the student and the counselor with a suggested schedule for completion of any given degree program from matriculation to graduation. The CAAT system has particular benefits for advising students with complicated transcripts or students wishing to change their major; for advising students prior to registration; and for students planning to transfer to a four-year institution. Information on the CAAT files and sample reports are appended. (EJV)

ED 295 713 JC 880 281

Swalec, John J.; And Others
Electronic Campus Meets Today's Education Mission.
PUB DATE- 25 Apr 88
NOTE- 8p.; Paper presented at the Annual Convention of the American Association of Community and Junior Colleges (68th, Las Vegas, NV, April 24-27, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Community Colleges; *Computer Uses in Education; Dial Access Information Systems; Educational Change; *Educational Technology; Program Descriptions; Systems Development; *Technological Advancement; Telecourses; Two Year Colleges
IDENTIFIERS- *Waubonsee Community College IL

Waubonsee Community College (WCC) employs electronic technology to meet the needs of its students and community in virtually every phase of campus operations. WCC's Information System Center, housing three mainframe computers, drives an online registration system, a computerized self-registration system that can be accessed by telephone from off-campus, an automated library card catalog and circulation system, the student records system, a combined personnel/payroll database, budget administration software, and a computerized career guidance information system. In addition, electronic technology has been or will be applied in the following areas: (1) an automated telephone message system has been implemented, which allows students to leave voice messages for any staff member and permits the college to inform all students in a class of a cancellation or other instruction-related matters; (2) the Learning Resources Center has introduced an Electronic

ED 295 726 JC 880 332

Selected Collective Bargaining Agreements of Southern California Two-Year Colleges.

National Education Association, Washington, D.C.

PUB DATE- 87
NOTE- 1,093p.
LANGUAGE- English
EDRS Price - MF08/PC44 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Collective Bargaining; *College Faculty; Community Colleges; *Contracts; Department Heads; *Employment Practices; Faculty Promotion; Faculty Workload; Fringe Benefits; Grievance Procedures; Job Layoff; Leaves of Absence; *Personnel Policy; Released Time; Teacher Dismissal; Teacher Retirement; Teacher Salaries; Tenure; Two Year Colleges; Unions
IDENTIFIERS- *California (South); National Education Association; *NEA Contracts

Collective bargaining agreements between 14 selected community colleges in southern California and their faculty associations are presented, representing contracts in effect in 1987. Contracts for the following colleges are included: Barstow College, Chaffey College, College of the Sequoias, El Camino College, Glendale Community College, Imperial Valley College, Long Beach City College, Mt. San Jacinto Community College, the Rancho Santiago Community College District, Rio Hondo College, the San Diego Community College District, Santa Monica College, the Ventura County Community College District (including the 1982-1986 agreement) and West Hills College. With some variation among the agreements in terms of coverage and detail, the following topics are dealt with: unit recognition; management rights and responsibilities; faculty rights and responsibilities; teaching load and on-campus responsibilities; personnel files; fringe benefits; salaries; paid and unpaid leaves of absence; faculty evaluation; retirement; grievance procedures; college governance; reduction in workforce; separability; no strikes or lockouts; and the scope, effect, and term of the agreement. Selected agreements also cover such topics as class size, part-time and hourly faculty, transfers, negotiating procedures, department chairs, early retirement, safety conditions, travel, and summer school salary. Salary schedules are included in the agreements. (MDB)

perceived as more socially attractive. The findings confirm earlier research which indicates that children of the same gender rate each other as more socially acceptable and as more humorous than do children of the opposite gender. A model fitting procedure was used to statistically confirm an a priori model in which social distance was predicted to be a function of interpersonal perceptions of humor and the genders of both the raters and the children whom they rated. Results are explained in terms of social facilitation theory. Implications for positively influencing classroom sociometric structures are discussed. The document offers tables, figures, and 23 references. (RH)

ED 295 739　　　　　　　　　　PS 017 392

Chauliac, Michel; And Others
Weaning Foods.
International Children's Centre, Paris (France).
PUB DATE- 87
NOTE- 68p.
AVAILABLE FROM- International Children's Centre, Chateau de Longchamp, Bois de Boulogne, 75016 Paris, France (Individual issues--$5.00 each or 30 French Francs. A 6-issue, 1-year subscription $23.00, or 150 French Francs).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Collected Works - Serials (022)
DESCRIPTORS- *Children; *Developing Nations; Foreign Countries; *Nutrition
IDENTIFIERS- Benin; Burkina Faso; *Food Production; Malawi; *Product Development; Production Mechanics

Described in this issue of "Children in the Tropics" are handicraft, semi-industrial, and industrial projects which produce weaning foods in developing countries. The introductory section briefly discusses the global epidemiology of malnutrition and offers guidelines for combatting malnutrition. Chapter I provides a framework for reflection on the establishment of a workshop for the production of a weaning food, and discusses the decision to produce such food at a semi-handicraft level as part of an effort to be a self-financing, independent component of economic development. Chapter II discusses the production of weaning foods at the Ouando Gardening and Nutrition Centre in the People's Republic of Benin. Particular attention is given to ingredients, functioning of the

ED 295 753 PS 017 419

Child Care--The Federal Response: Report of the Task Force on Child Care.
House Republican Research Committee, Washington, D.C.
PUB DATE- 3 May 88
NOTE- 15p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Background; *Day Care; Early Childhood Education; *Federal Government; *Government Role; *Policy Formation; *Political Issues; *Public Policy
IDENTIFIERS- Policy Analysis; *Policy Issues; Republican Party; State Role

The purpose of this report is to offer background information on the issue of child care, discuss the underlying principles of public policy that comprise the debate over child care, and provide legislative options for House Republicans to consider. Sections focus on (1) demographics and workforce trends; (2) current child care arrangements; (3) the current Federal role in child care services; (4) the current State role; (5) business response to child care needs of employees; (6) three factors in the Congressional debate on child care: availability, affordability, and quality and, in addition, the factors of risks associated with child care and liability coverage; and (7) the Republican options of maximizing parents' options, facilitating market expansion, improving the delivery of quality child care services, and ensuring that Federal resources are targeted to those families most in need. Conclusions reached through an examination of present child care arrangements are offered. Listed are members of the Republican Research Committee Task Force on Child Care. (RH)

ED 295 754 PS 017 424

Schulman, Robert B.; Jarvis, Carolyn
Early Grade Improvement Program, 1986-87. OEA Evaluation Report.

Singh, Surendra P.; Comer, Sammy
Design and Evaluation of Effective Training Programs for Agricultural and Rural Development.
PUB DATE- 88
NOTE- 16p.; Paper presented at the Annual Meeting of the Southern Association of Agricultural Scientists (New Orleans, LA, January 31-February 3, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Education; Community Development; Developing Nations; *Job Training; *Program Development; *Program Evaluation; *Rural Development; Rural Education; *Training; Vocational Education

Vocational and technical training programs for less developed countries offer little in the way of training the intermediate cadres, technicians, and village level workers necessary for modernizing the primary sector on which developing economies depend. Training is vital because it secures cost reduction and maximum use of organization, enables people to face changes involved by new techniques and products, improves job performance and gives greater job satisfaction, and brings higher standards of workmanship by improving goods and services. Training needs exist at organizational, occupational, and individual levels. The main steps in developing a successful and effective training program are creation of interest in training activities, development of training process and content of training, analysis, generalization or inferences, and practice or tryout or internalization of abstractions. A well-defined evaluation process is essential to continuously monitor the fulfillment of training objectives. Four levels in the evaluative process include evaluation of reaction to training, evaluation of learning resulting from training, evaluation of change in job behavior caused by training, and evaluation of tangible results of training and their comparison with objectives. Methods used to measure the learning effect of training programs include observation, role playing, case study, surveys, and examination/tests. (NEC)

ED 295 768 RC 016 609

Devlin, J. Stuart; Carlin, William B.

Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Civil Rights; *Developmental Disabilities; Educational Opportunities; Elementary Secondary Education; Employment Services; *Federal Programs; Financial Support; *Government Role; *Hearing Impairments; Housing; Library Services; Medical Services; Postsecondary Education; Public Facilities; Social Services; Special Schools; *State Programs; Transportation; *Visual Impairments; Vocational Rehabilitation; Welfare Services
IDENTIFIERS- Medicaid; Medicare; Project Head Start

This brochure provides basic information to handicapped persons (specifically those who are blind, deaf, or developmentally disabled), or to the parents or guardians of a handicapped child, on the principal federally funded government services for which they may be eligible. It provides advice on how to begin looking for services provided in a state or locality and where to write for additional help if a problem is encountered. Specific sections summarize program components and services for: (1) developmental disabilities; (2) vocational rehabilitation and independent living; (3) education (Head Start, schools for the blind and deaf, library services for special groups, and federal student financial aid); (4) employment (federal jobs, federal job information centers, state and local government jobs, the Job Training Partnership Program, and Small Business Administration programs); (5) financial assistance (social security disability insurance benefits and supplementary security income); (6) medical assistance (Medicare, Medicaid, Crippled Children's Services, and the Early Periodic Screening, Diagnosis and Treatment Program); (7) civil rights (Office of Civil Rights, Office of Federal Contract Compliance, and the Architectural and Transportation Barriers Compliance Board); (8) housing (loans and rent assistance); (9) tax benefits; and (10) transportation (air and rail). (VW)

ED 295 383 EC 202 821

Brush, Eleanor
Public School Language, Speech and Hearing Services in the 1990's.
PUB DATE- 14 Nov 87
NOTE- 14p.; Paper presented at the Annual Convention of the American Speech-Language-Hearing Association (New Orleans, LA, November

ED 295 396 EC 202 835

Rubenzer, Ronald L.
Stress Management for the Learning Disabled. ERIC Digest #452.
ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 88
NOTE- 3p.
CONTRACT- 400-84-0010
AVAILABLE FROM- ERIC Clearinghouse on Handicapped and Gifted Children, 1920 Association Dr., Reston, VA 22091 (free, please enclose a self-addressed stamped envelope).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Academic Achievement; Behavior Change; Elementary Secondary Education; Etiology; *Learning Disabilities; Personality Traits; Relaxation Training; *Stress Management; *Stress Variables; Student Attitudes
IDENTIFIERS- ERIC Digests

The information digest presents information on stress management in the schools for learning disabled students. The following questions are addressed: Why does the education "spotlight" need to be trained on stress management in the schools? What is stress? What are possible causes of achievement stress for the learning disabled? (school and special education factors); How does stress "dim ability"? What are some achievement stress warning signals? Also provided are some suggestions for stress management which involve the whole child including stress-reducing attitudes, stress reducing behaviors, stress reducing circumstances, and the value of relaxation centers. Also provided is a list of 17 additional resources. (DB)

NOTE- 42p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- *Disabilities; Elementary Secondary Education; Federal Aid; Handicap Identification; *Institutional Characteristics; Preschool Education; *Public Schools; School Demography; School Districts; School District Size; *School Statistics; Special Classes; Special Education; Special Education Teachers; *Special Programs; *State Programs; Student Evaluation; Student Transportation
IDENTIFIERS- Education for All Handicapped Children Act; *South Carolina

This guide provides statistical information concerning services to handicapped children provided by the public schools of South Carolina in 1986-87. Statewide data are reported on the number of teachers and students by category of handicapping condition and program model (self-contained, resource room, itinerant, and other). In addition, data for each school district are provided for: category of handicapping condition and program model, number of teachers of handicapped children, number of teachers by program model, special transportation of the handicapped, flow-through funds awarded under Public Law 94-142, and preschool incentive grants/contracts awarded. Additional data deal with: other personnel employed to provide special education and related services, multi-district educational programs, educational programs in facilities other than public schools, enrollments in in-state institutions and out-of-state institutions, and the Evaluation, Diagnosis and Prescriptive Program. (JDD)

ED 295 411 EC 202 850

Monitoring Manual for Determining Compliance with Public Law 94-142. Revised July 1987.
South Carolina State Dept. of Education, Columbia. Office of Programs for the Handicapped.
PUB DATE- Jul 87
NOTE- 65p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)

Studies Degree.
PUB DATE- Apr 86
NOTE- 17p.; In: Proceedings of the Fifth Annual Eastern Michigan University Conference on Languages for Business and the Professions (see FL 016 586).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Bachelors Degrees; Business Administration Education; *Business Communication; *Classroom Techniques; College Second Language Programs; College Students; *Educational Objectives; Foreign Countries; *French; Higher Education; Intercollegiate Cooperation; International Programs; *International Trade; *Languages for Special Purposes; Program Design; Second Language Instruction; Universities
IDENTIFIERS- *Europe; University of Ulster (Northern Ireland)

The University of Ulster (Northern Ireland), a multicampus university in an economically depressed area highly dependent on international trade, and France's University of Caen, developed a program in European business studies with French as a key discipline. The four-year undergraduate program enrolls Irish students with good French proficiency and native French-speakers. The first two years are spent at the home institution, with a summer school exchange at the alternate institution. In the third and fourth years, the students study together in both Ulster and Caen. These two years include time spent in work placement and in academic study in both locations. The curriculum includes a range of business studies courses with an emphasis on marketing and business-related French language skills. A similar program is now offered in German, and a Spanish program will be added. (MSE)

ED 295 426 FL 016 600

Abrate, Jayne
Commercial French in a Liberal Arts Setting.
PUB DATE- Apr 86
NOTE- 22p.; In: Proceedings of the Fifth Annual Eastern Michigan University Conference on Languages for Business and the Professions (see FL 016 586).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

Rammuny, Raji M.
Advanced Business Arabic: Application and Implications.
PUB DATE- Apr 86
NOTE- 19p.; In: Proceedings of the Fifth Annual Eastern Michigan University Conference on Languages for Business and the Professions (see FL 016 586).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Advanced Courses; *Arabic; Business Administration Education; Business Communication; Classroom Techniques; Communicative Competence (Languages); *Course Content; *Course Organization; Educational Needs; Higher Education; *Languages for Special Purposes; Second Language Instruction; Teaching Methods; Uncommonly Taught Languages

The first part of a discussion of curriculum for advanced business Arabic outlines the need for development of such a course, arguing that traditional courses do not meet the vocational needs of the growing audience for Arabic instruction. The second part describes a methodology for a newly designed course that uses problem-solving and guided learning strategies as principal elements and integrates the teaching of communicative, cultural, and linguistic competence. The third part discusses and analyzes a sample unit, certain teaching techniques, and evaluation procedures. The discussion concludes with recommendations and a look at the methodology's advantages for advanced Arabic instruction. (MSE)

ED 295 440 FL 016 614

Kleykamp, David L.
Ten Lectures in International Finance: An Approach to Teaching Business Mandarin.
PUB DATE- Apr 86
NOTE- 55p.; In: Proceedings of the Fifth Annual Eastern Michigan University Conference on Languages for Business and the Professions (see FL 016 586).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.

IDENTIFIERS- Oklahoma State University

Oklahoma State University applied for and received federal funding to offer instruction in Spanish and French to university faculty, staff, and spouses. Students participate in two types of classes: (1) informal instruction using a cognitive, proficiency-based approach with informal evaluation and little or no homework, and (2) intensive conversation allowing for individualized vocabulary practice with the help of a bilingual specialist. Native speakers recruited from the university's international students provide tutoring when necessary. A commercial text is supplemented with other language or subject-specific materials. The class, not the materials, sets the pace of instruction. Faculty have used their skills in foreign travel, and the program has had a positive effect on faculty and staff attitudes about international programs on campus, including foreign language instruction. (MSE)

ED 295 455 FL 016 629

SantaVicca, Edmund F.

Languages and the Information Professions: Implications for the Storage, Management, and Retrieval of Online Information.

PUB DATE- Apr 86

NOTE- 20p.; In: Proceedings of the Fifth Annual Eastern Michigan University Conference on Languages for Business and the Professions (see FL 016 586).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Access to Information; Databases; Educational Needs; Efficiency; Indexing; *Information Retrieval; *Information Scientists; Information Sources; *Information Storage; *Languages for Special Purposes; Librarians; *Online Searching; Second Language Instruction; Second Languages; Thesauri; Vocabulary

As more professionals come to rely on computer-based online information systems, knowledge of foreign languages and cultures plays a crucial role in the accurate storage, management, and retrieval of needed information. In the storage and management of information, foreign language knowledge is important in word choice and thesaurus control, indexing, cross-referencing, and arranging points of access. Online searching of databases for materials written, recorded, or described in a foreign language requires simultaneous use of three languages: the native language, the

ED 295 470 FL 017 411

Forster, Jannette, Comp.; Barnard, Myra Lou, Comp.
Studies in Philippine Linguistics Supplementary Series: Philippine Texts, No. 3. Diababawon Manobo Texts.
Linguistic Society of the Philippines, Manila.
PUB DATE- 87
NOTE- 145p.
AVAILABLE FROM- Father Robert J. Suchan, Photoduplication Services, Rizal Library, P.O. Box 154, Manila, Philippines.
LANGUAGE- English; Diababawon
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- Descriptive Linguistics; Dialects; Discourse Analysis; Ethnography; Foreign Countries; *Grammar; Language Research; Language Usage; Linguistic Theory; *Morphology (Languages); Phonology; Semantics; Short Stories; *Sociocultural Patterns; Uncommonly Taught Languages
IDENTIFIERS- *Diababawon; *Philippines (Davao del Norte)

Eleven texts in Diababawon are presented. Diababawon is a Manobo language of the Indonesian branch of the Malayo-Polynesian family and spoken primarily in the province of Davao del Norte, Mindanao, Philippines. An introductory section describes some aspects of the language's phonology. The texts, which include stories and descriptions of common sociocultural events and patterns of the group, are accompanied by translations and notes on grammar, morphology, and ethnography. A bibliography and a list of publications for sale are also included. (MSE)

ED 295 471 FL 017 412

Wyatt-Brown, Anne M.
Mini-Thesis Writing Course for International Graduate Students.
PUB DATE- 14 Mar 88
NOTE- 17p.; Paper presented at the Annual Meeting of the Teachers of English to Speakers of Other Languages (22nd, Chicago, IL, March 8-13, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Course Content; Course Descriptions; Critical Thinking;

materials include notes on interpreting the 1980 census data, technical data, and a comparison of the University of Quebec at Montreal and U.S. Census Bureau models. (MSE)

ED 295 486 FL 017 430

Slaughter, Charles H.
A Study of Mexican Attitudes toward Learning and Teaching English.
PUB DATE- 88
NOTE- 40p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Bilingual Education; Cultural Awareness; *Educational Attitudes; *English (Second Language); Foreign Countries; *Language Attitudes; *Mexican Americans; Parent Participation; Second Language Instruction; Second Language Learning; Surveys
IDENTIFIERS- *Mexico

A study conducted in Guadalajara, Mexico assessed Mexican attitudes toward United States bilingual education. Subjects interviewed were 129 English-speaking Mexicans, aged from 12 to 66, most of them middle class. Forty percent were students. The interviews focused on the subjects' backgrounds, why and how they learned English, and how Mexican students in the United States can learn English best. Questions in the last category addressed three issues: how a Mexican student can learn English quickly, how long it should take to learn enough English to understand the teacher, and how the dilemma of few Spanish-speaking teachers for the large numbers of Spanish-speaking students should be resolved. The findings are summarized and illustrated with excerpts from the responses. All felt that Mexican students in the United States should begin learning English immediately. Only one respondent favored bilingual education, with most preferring English-only instruction. Many spoke of the parents' role in encouraging language practice, and of the importance of personal effort. Practice was also commonly cited as an important method of learning. A variety of opinions about teacher qualifications were expressed. Overall, majority opinions about English language learning and instruction were shared by the 19 respondents in the group who were teachers experienced in immersion education. (MSE)

should be given to developing communicative competence through gestures. There are two opposing views about how and to what extent gestures should be taught, one emphasizing interpretation of gestures and the other stressing their active production. Lack of nonverbal expertise in another can lead to miscommunication despite substantial linguistic competence. Little information on the teaching of cross-cultural gestural comparisons is available, but the scattered suggestions in the literature concerning observation and use of instructional materials can be helpful in the classroom. (MSE)

ED 295 502 FL 017 455

Homstad, Alice
Suzuki Spanish: The Parent-Child Connection.
PUB DATE- 88
NOTE- 14p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Children; Family Environment; *Parent Child Relationship; *Parent Teacher Cooperation; Second Language Instruction; *Spanish; *Teacher Student Relationship; Teaching Methods
IDENTIFIERS- Milwaukee Public Schools WI; *Suzuki Method

A parent-child foreign language learning program based on the Suzuki Method is proposed. The method is based in large part of the application of Suzuki's "Mother Tongue Method" and the "Suzuki Triangle: Student, Parent, Teacher," which suggests that the child, aged 8-10 years, and a parent attend classes together. The instructional process then continues in the home environment in daily living situations with the parent as teacher and supporter. The program capitalizes on the strengths of the parent-child relationship to enhance academic achievement and further family relationships. It is noted that with this method, the teacher must address a variety of aspects of parenting, some of which may convert concern into pressure, and having the parents work with other people's children during the lesson is suggested as one way of alleviating ego problems. The Mother Tongue Method has five elements: listening, applying each item to daily living situations, daily practice and repetition, slow but thorough progress, and using everyday parent and teacher attitudes and skill in building enthusiasm. Specific classroom and home techniques for teaching

ED 295 515 HE 021 391

Miller, Marlis R.; Galey, Denise
Administration and Operation of the College Union. Third Edition. College Unions at Work Monograph Series, Number 1.
Association of College Unions-International, Bloomington, IN.
PUB DATE- 88
NOTE- 115p.
AVAILABLE FROM- Association of College Unions-International, 400 E. Seventh Street, Bloomington, IN 47405 ($60.00 per copy, nonmembers; $30.00 per copy, members).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Research/Technical (143)
DESCRIPTORS- Administrative Policy; *College Buildings; *College Stores; Construction Costs; *Extracurricular Activities; Facility Guidelines; Facility Planning; Higher Education; Operating Expenses; *Program Administration; Program Costs; Recreational Facilities; *Student Unions
IDENTIFIERS- *Facility Management

Administrative and operational patterns of college student unions were studied in 1986. Questionnaires were returned by 504 out of 928 members of the Association of College Unions-International in the United States, Canada, Australia, New Zealand, and Japan. A total of 88 statistical tables and narrative summaries of findings are provided. The survey dealt with a wide range of operational aspects of the college union and covered eight areas: physical plant, organizational structure, financial operation of the union, professional staff, general student union policies, relation to other college or university departments, student union facilities, and general information (general demographic information about responding institutions). Specific areas of focus include: approximate building size, construction costs, how policy and program boards are selected, student fees, food service and bookstore operations, organization of union programs, union office space, financing union maintenance, union maintenance positions, management responsibility for general campus activities, relationship of union and student government, facilities available to continuing education and/or conferences, union food facilities, and union leisure-time facilities. (SW)

ED 295 516 HE 021 413

Farris, Christine

Mentor. A Handbook for New Teaching Assistants. Second Edition.

Washington Univ., Seattle. Center for Instructional Development and Research.

PUB DATE- 85

NOTE- 45p.; Based in part on "Mentor: A Handbook for Teaching Assistants" (1981, 1983), by Greg Bain and Suzanne Macy. Paper identified by the Task Force on Establishing a National Clearinghouse of Materials Developed for Teaching Assistant (TA) Training.

AVAILABLE FROM- Center for Instructional Development and Research, University of Washington, Seattle, WA 98195.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Tests, Questionnaires, Evaluation Instruments (160) Legal/Legislative/Regulatory Materials (090)

DESCRIPTORS- Academic Advising; Assistantships; Classroom Techniques; College Faculty; Faculty Handbooks; Graduate Students; Higher Education; *Inservice Teacher Education; Instructional Materials; *Personnel Policy; Questionnaires; Services; Student Evaluation; *Teacher Effectiveness; Teacher Evaluation; Teacher Student Relationship; *Teaching Assistants; *Teaching Methods

IDENTIFIERS- *Teaching Assistant Training Project; *University of Washington

General guidance for new teaching assistants (TAs) at the University of Washington is provided. The four chapters focus on: (1) policies and procedures governing teaching assistantships (salary, terms of appointment, duties, budgeting time, renewal and advancement, termination, grievances, and evaluation of teaching); (2) teaching courses (teaching effectively, preparing for class, teaching strategies, writing and giving a lecture, teaching quiz sections, planning and leading a discussion, planning and running a laboratory, teaching a foreign language, responding to student writing, using visual aids, and evaluating student performance); (3) advising students (university undergraduates, TA/student relations, academic advising, and resources and support services such as financial assistance, housing, and day care); and (4) instructional support services (Center for Instructional Development and Research, University of Washington libraries, instructional media services, Health Services Center for Educational Resources, Educational Assessment Center, Faculty Council on Instructional Quality, graduate and professional student senate, committee on graduate student service appointees, environmental health and safety department, and emergency procedures). The appendix contains chapter 6 from the University Handbook (Volume IV, Part IV), "Graduate Student Appointments," which describes selection and training of appointees, conditions of

NOTE- 55p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Faculty; Higher Education; *Organizational Climate; Quality of Working Life; *Socialization; *Subcultures; Teacher Morale; Values; Work Environment

The way that the concept of culture has been used in the higher education literature to account for certain aspects of faculty life is examined. Culture is defined as the collective, mutually shaping patterns of norms, values, practices, beliefs, and assumptions that guide the behavior of individual faculty and groups and provide a frame of reference within which to interpret the meaning of events and actions on and off the campus. Attention is also directed to uses of the concept of subculture to describe faculty groups. Research on faculty subcultures has been influenced by two dominant views: (1) academics comprise a single homogenous profession, characterized more by similarities than differences; and (2) the academic profession is a complex of subprofessions or many professions. Enclaves within subcultures, including disciplinary subspecialties, are considered, along with the question of whether women faculty, ethnic and racial minority faculty, and part-time faculty comprise subcultures. Finally, clans and occupational communities are discussed. It is concluded that the role of institutional and disciplinary culture in the socialization processes of faculty is essentially undocumented. Fifteen pages of references are provided. (SW)

ED 295 544 HE 021 482

Morrison, James L.; Mecca, Thomas V.
ED QUEST: A Process for Linking Environmental Changes with Strategic Management. Revised .
Association for Institutional Research.
PUB DATE- 15 Mar 88
NOTE- 197p.; Paper presented at a preconference workshop of the Association for Institutional Research (Phoenix, AZ, May 14-15, 1988). Supersedes ED 270 130.
LANGUAGE- English

dues deduction and agency fee; rights of the association; rights of individuals; personnel fees; faculty appointments and reappointments; promotions; outside professional activities; workload; librarians; salaries; method of payment; fringe benefits; sabbatical leave; leaves of absence; illness; retrenchment; academic organization; grievance procedure; no strike/no lockout; alteration of agreement; and duration. Six appendices discuss criteria for faculty performance and provide forms to facilitate the faculty annual report; department head's/division chair's/dean's annual report; evaluation of administrators; sabbatical leave application; and student course evaluation. (SM)

ED 295 557 HE 021 509

Agreement between Rhode Island Board of Governors and University of Rhode Island Chapter, American Association of University Professors, 1987-1990.

American Association of Univ. Professors, Washington, D.C.; Rhode Island State Board of Governors, Providence.; Rhode Island Univ., Kingston.

PUB DATE- 87
NOTE- 54p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Academic Freedom; Administrator Responsibility; *Collective Bargaining; *College Faculty; College Governing Councils; College Presidents; *Contracts; Deans; Department Heads; *Faculty College Relationship; Full Time Faculty; Governing Boards; Grievance Procedures; Higher Education; Leaves of Absence; *Negotiation Agreements; Retrenchment; Teacher Rights; Tenure; Tenured Faculty; Unions
IDENTIFIERS- *AAUP Contracts; American Association of University Professors

The collective bargaining agreement between the Rhode Island Board of Governors and the University of Rhode Island Chapter of the American Association of University Professors covering the period of 1987-1990 is presented. The university is defined as the administration of the University of Rhode Island, including the president and other administrative officers and excluding individuals included in the bargaining unit as defined under Article I, Recognition. Items covered in the agreement are: recognition; management rights; non-discrimination clause; the

NOTE- 87p.; Papers presented at the Telecommunications Policy Research Conference (15th, Airlie, VA, September 27-30, 1987). For the conference program and additional papers, see IR 013 160-182.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cable Television; Competition; *Constitutional Law; *Cost Effectiveness; *Court Litigation; *Federal Courts; Telephone Communications Industry
IDENTIFIERS- Federal Communications Commission; *First Amendment; *Franchising; Monopoly

This group of four papers considers the future of the cable television industry, and in particular, examines the impact of recent court and regulatory decisions in this field. The papers presented are: (1) "The First Amendment, Cable TV, and the Must-Carry Rule: Moving towards a Cost-Benefit Analysis" (John R. Woodbury, Federal Trade Commission); (2) "The Cable Act Revisited: The Public Interest versus the Cable Monopoly--A White Paper" (Nicholas P. Miller of the law firm Miller, Young and Holbrooke); (3) "Franchise Overbuilds: The Cable Industry's Challenge" (Frank W. Lloyd of the law firm Mintz, Levin, Cohn, Ferris, Glovsky and Popeo); and (4) "Recent Developments in Cable Law: 1987" (Alan Ciamporcero, Larrine S. Holbrooke, and Nicholas P. Miller of the law firm, Miller, Young and Holbrooke). (EW)

ED 295 571 IR 013 164

Telecommunications Policy Research Conference. Capital Recovery Section. Papers.
Telecommunications Policy Research Conference, Inc., Washington, DC.
PUB DATE- Sep 87
NOTE- 12p.; Papers presented at the Telecommunications Policy Research Conference (15th, Airlie, VA, September 27-30, 1987). For the conference program and additional papers, see IR 013 160-182.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Capital; *Capital Outlay (for Fixed Assets); *Competition; Cost Effectiveness; *Investment; Operating Expenses; Tax Credits; *Telephone Communications Industry
IDENTIFIERS- *Depreciation; Federal Communications Commission; New

American business, and its role in developing public information policy, especially in light of the Bell Telephone divestiture. (EW)

ED 295 586 IR 013 179

Telecommunications Policy Research Conference. Computer and Communications Security Section. Papers.
Telecommunications Policy Research Conference, Inc., Washington, DC.
PUB DATE- Sep 87
NOTE- 13p.; Paper presented at the Telecommunications Policy Research Conference (15th, Airlie, VA, September 27-30, 1987). For the conference program and additional papers, see IR 013 160-182.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Reports - Descriptive (Program/Project Descriptions) (141)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Access to Information; *Banking; *Confidentiality; Disclosure; *Federal Government; Federal Regulation; *Information Utilization; Public Policy; *Telecommunications
IDENTIFIERS- Computer Security; *Cryptology; *Europe (West); United States

In his paper, "European Needs and Attitudes towards Information Security," Richard I. Polis notes that the needs for security in computer systems, telecommunications, and media are rather uniform throughout Western Europe, and are seen as being significantly different from the needs in the United States. Recognition of these needs is, however, quite varied; attitudes towards the best methods for satisfying the needs are even more varied. The situation with respect to those needs and attitudes is described for the major countries of Western Europe, as well as both official and unofficial attitudes towards policy and regulation of information security technology, particularly cryptology. Pointing out that, with a few exceptions, neither official nor unofficial policy level organizations are prepared to follow the position advocated by the U.S. Government in such matters, Polis concludes that the practical impossibility of regulation, coupled with the clear need for large scale deployment of effective, inexpensive cryptology in the private sector, will lead to the decline of the degree of regulation to the vanishing point. (Author/EW)

home, and 10 high school students served as peer tutors and academic role models, communicating with ACOT students through an electronic bulletin board. Computer education was integrated into the curriculum, and the students learned to develop programs in mathematics, language arts, and social studies, as well as how to use commercially-developed software. Project evaluation included achievement testing using the California Achievement Test (CAT); surveys of student, parent, and tutor attitudes; monitoring of time-on-task; and analysis of attendance records. ACOT students had significantly higher scores on the CAT on vocabulary, reading comprehension, language mechanics, mathematics comprehension, and mathematics concept/applications than those in non-ACOT classes. ACOT students also had more positive attitudes toward the educational experience and their attitudes improved from fall to spring in the areas of self-confidence, peer relationships, goal orientation, and study habits. Parents and tutors also considered the experience positive. Data are displayed in 12 appended tables. (MES)

ED 295 601 IR 013 253

Morell, Jonathan A.
The Impact of Information Technology on Research in Science and Engineering.
Oak Ridge National Lab., Tenn.
SPONS. AGENCY- Department of Energy, Washington, D.C.
PUB DATE- Oct 87
NOTE- 30p.; Paper presented at the Conference "Advances in Knowledge Utilization: Impacts of Sciences and Professions" (Pittsburgh, PA, October 8-10, 1987).
CONTRACT- DEAC05-840R21400
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computation; Computer Oriented Programs; *Engineering; Epistemology; *Information Technology; Models; Productivity; Research Needs; Science and Society; *Scientific Research; Systems Analysis
IDENTIFIERS- Philosophy of Science

Several bodies of literature that shed light on some aspects of the relationship between information technology (IT) and research introducing microcomputers into elementary and middle schools in a majority adopter (i.e., schools which began implementing microcomputers for instruction in 1983-84) school district. Data collection included structured interviews with school district staff and principals; unstructured interviews with principals, school librarians, and teachers; naturalistic observations in regular classrooms and computer laboratories; numerous informal interviews and observations with the teacher designated as a key informant for each school; content analysis of historical documents; compilation of computer usage statistics; and use of a questionnaire to measure levels of concern felt by administrators and teachers toward microcomputers. Several conflicting major themes emerged from the data: resistance to innovation; strong grassroots support for microcomputers; fear of microcomputers; high motivation to use microcomputers; the influence of early adopter school districts; and the importance of the individual in the implementation process. The data also revealed characteristics of the implementation process that contributed to and detracted from institutionalization of microcomputers by the district. It was concluded that, due to their technical nature, the potential of microcomputers to enhance the educational delivery system has not always been realized, and several factors facilitating and hindering implementation were identified. (42 references) (Author/MES)

ED 295 616 IR 013 322

McDonald, Joseph P.; And Others
The Computer as a Teaching Tool: Promising Practices. Conference Report (Cambridge, Massachusetts, July 12-13, 1984). CR85-10.
Educational Technology Center, Cambridge, MA.
SPONS. AGENCY- Education Collaborative for Greater Boston, Inc., Cambridge, Mass.
PUB DATE- Apr 85
NOTE- 25p.; For a report of a related conference, see IR 013 326.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Computer Assisted Instruction; *Computer Literacy; Computer Simulation; Curriculum Development; Elementary Secondary Education; *Language Arts; *Mathematics Instruction; Microcomputers; Professional Development; Research Needs; *Science

assume too much responsibility when students fail to learn, and that there is no guarantee that each learner will succeed without internal motivation and active involvement. With regard to the second concern, it is suggested that the search for a science of instructional design may be futile or, at the very least, may fail to address the needs of individual learners, special interest groups, ethnic and minority groups, and women and girls. With regard to the third concern, it is argued that greater opportunity for learner self-development may require instructional designers to relinquish some of the responsibility and control of the design process. (20 references) (EW)

ED 295 630 IR 013 340

Canelos, James; And Others
Cognitive Style Factors and Learning from Micro-Computer Based and Programmed Instructional Materials: A Preliminary Analysis.
PUB DATE- Jan 88
NOTE- 18p.; In: Proceedings of Selected Research Papers presented at the Annual Meeting of the Association for Educational Communications and Technology (New Orleans, LA, January 14-19, 1988). For the complete proceedings, see IR 013 331.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Aptitude Treatment Interaction; *Cognitive Style; *Computer Assisted Instruction; Feedback; *Field Dependence Independence; Higher Education; Microcomputers; *Programed Instruction; *Recall (Psychology); *Visual Learning; Visual Measures

This study examined the effects of two cognitive styles--field dependents-independents and reflectivity-impulsivity--on learning from microcomputer-based instruction. In the first of three experimental designs, a programmed instruction text on the human heart was used which contained both visual and verbal information in an instructional display, followed by an instructional question and feedback. Subjects were given visual recall tests. In the second experimental design, the same programmed instructional text was used, but verbal recall tests were substituted. The third experimental design was a pilot study designed to evaluate the performance of the subject pool from another experiment on the Barratt's reflectivity and impulsivity cognitive style test. The other technique, referred to as repeated reading, provided practice reading specific words in context. Subjects were third and fourth graders with reading skills at approximately the 18th percentile. All children experienced practice using both techniques applied to different sets of words. The repeated reading technique was more effective than the context-free method in increasing the number of words in the children's sight vocabularies under both the context-free and the within-context assessments. The repeated reading technique also required less time per word to reach a specific mastery criteria, and thus was a more efficient instructional method. The text is supplemented by three tables. (EW)

ED 295 644 IR 013 354

Harvey, Francis A.

Applications of Artificial Intelligence to Information Search and Retrieval: The Development and Testing of an Intelligent Technical Information System.

PUB DATE- 19 Jan 88

NOTE- 9p.; In: Proceedings of Selected Research Papers presented at the Annual Meeting of the Association for Educational Communications and Technology (New Orleans, LA, January 14-19, 1988). For the complete proceedings, see IR 013 331.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Computer System Design; Database Management Systems; *Databases; Engineering; *Expert Systems; *Information Retrieval; *Information Systems; *Optical Data Disks; Programing

IDENTIFIERS- Relational Approach (Information Retrieval)

This paper describes the evolution and development of an intelligent information system, i.e., a knowledge base for steel structures being undertaken as part of the Technical Information Center for Steel Structures at Lehigh University's Center of Advanced Technology for Large Structural Systems (ATLSS). The initial development of the Technical Information Center is discussed, and the decisions on hardware and software made in the first year are reviewed. In particular, the factors instrumental in the selection of Turbo Prolog as the programming language are detailed. The computer-based bibliographic database designed during the first year of the project and now under development is described, and lessons from the experience and their impact on the

Richey, Rita C.
Instructional Technology Academic Preparation, Competency, and On-the-Job Success.
PUB DATE- Jan 88
NOTE- 32p.; In: Proceedings of Selected Research Papers presented at the Annual Meeting of the Association for Educational Communications and Technology (New Orleans, LA, January 14-19, 1988). For the complete proceedings, see IR 013 331.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Competence; *Educational Technology; *Employment Level; Graduate Surveys; Higher Education; *Inservice Education; *Job Performance; Job Skills; Self Evaluation (Individuals); *Student Characteristics
IDENTIFIERS- Wayne State University MI

This study examines the relationship between academic preparation in instructional technology programs, student characteristics, competency attainment, and on-the-job success. The subjects, who were 1980-85 graduates of the Wayne State University Instructional Technology programs, completed a mail survey that covered all of the variables for the study, and also included a self-assessment of 56 instructional technology competencies. The survey results did not show interactions between all of the variables tested, but do provide the basis for two models. The first model explains the links between learners' characteristics (demographic, situational, and occupational) and their reasons for program participation and on-the-job success, as defined by income levels. The nature of the academic program or the level of competency attainment cannot be seen as predictors of job success in this model. The second model explains competency attainment in terms of the academic program, the frequency of use of various instructional technology skills on the job, and learner characteristics, primarily personality variables. Thus, in general, academic program participation and, ultimately, income level are linked to life experiences, while personality variables are associated with instructional technology competency attainment. However, both models support the need to consider instructional technology students in more dimensions than learning capacities and competence in the discipline. The text is supplemented by 3 figures, with 12 tables and other data in 5 appendices. (10 references) (EW)

interactive video represents the beginnings of a truly computer based learning system. An altered version of the 1984 Grabowski and Whitney conceptual framework is presented as a way to guide thinking about the interaction of accountable components of instruction. The factors in this new framework that affect affective and cognitive outcomes--learner characteristics, content type, message design, and instructional strategies--are considered in relation to computer based interactive video and computer based learning systems. Proposed research is described that will be based on these factors. This research will use a series of visual and auditory stimulus materials pressed onto a videodisc to explore those learner characteristics for which message design can have a major impact. It is noted that the treatments for the various studies can be altered through the sequencing, selection of stimulus material, and the addition or reorganization of text. The framework is illustrated in a figure. (24 references) (EW)

ED 295 673 IR 013 384

Christensen, Dean L.; Tennyson, Robert D.
Application of Heuristic Methods in the Design of Intelligent CAI.
PUB DATE- Jan 88
NOTE- 11p.; In: Proceedings of Selected Research Papers presented at the Annual Meeting of the Association for Educational Communications and Technology (New Orleans, LA, January 14-19, 1988). An operating disk with sample lesson is available from the authors. For the complete proceedings, see IR 013 331.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Other/Miscellaneous (Not Classifiable Elsewhere) (999)
Reports - Descriptive (Program/Project Descriptions) (141)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Assisted Instruction; Computer Software; Concept Teaching; *Expert Systems; *Heuristics; *Instructional Design; *Programing; Sequential Approach; Time Factors (Learning)
IDENTIFIERS- BASIC Programing Language; *Intelligent CAI Systems; *Learner Controlled Instruction

This paper describes the MAIS and presents the BASIC programming code for the heuristic employed in this expert tutor management system, which is based on the findings of investigations of the direct connections among such learning environment factors as individual differences, cognitive learning theory, instructional technology, subject matter structure, and delivery systems. The

ED 295 686 JC 870 013

Vilarino de Medina, Ivonne
Fact Book, 1985-1986.
Puerto Rico Univ., Ponce. Ponce Technical Univ. Coll.
PUB DATE- 86
NOTE- 72p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Budgets; *College Faculty; College Libraries; *Educational Finance; *Institutional Characteristics; School Personnel; *Student Characteristics; Student Personnel Services; Technical Institutes; Two Year Colleges; *Two Year College Students

Designed as a reference tool for faculty, staff, researchers, and proposal writers, this fact book compiles 1985-86 institutional statistical data on academic, student, and administrative affairs at Ponce Technological University College (PTUC). The first section focuses on academic areas, presenting information on enrollment by program, degree level, status, and sex; achievement test scores, family income, high school grade point average, and father's education of incoming freshmen; distribution of suspended or probationary students by major; distribution of full-time equivalent (FTE) faculty per program; faculty promotions, tenure, leaves, contract types, and average teaching load; institutionally supported projects and scientific research; audiovisual budget, resources, and use; distribution of service orders; and library expenditures, resources, use, and personnel. The student-affairs section provides information on financial aid awards, funds granted to students by private donors, orientation attendance by high school students, use of guidance and orientation services, sports events, and extracurricular activities. The final section covers administrative concerns, including facility use, budget distribution, salaries of student services and other personnel, distribution of equipment and supply costs by program, and utilities costs. (MDB)

ED 295 687 JC 870 042

Sollimo, Vincent J.
A Retention Study at Burlington County College in General College Chemistry.

placement and employer follow-up, and program quality; actions planned by the college to remedy the problems; and board recommendations. (MDB)

ED 295 700 JC 880 267

Continuing Education Manual for Maryland Community Colleges.
Maryland State Board for Community Colleges, Annapolis.
PUB DATE- Jul 88
NOTE- 84p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Adult Education; *Community Colleges; *Continuing Education; Course Evaluation; Educational Policy; Evaluation Criteria; *Noncredit Courses; Records (Forms); *State Aid; State Colleges; State Legislation; *State Standards; Two Year Colleges
IDENTIFIERS- *Maryland

This manual outlines the evaluation system used by the Maryland community colleges to determine which continuing education courses can be supported by state funds. Following a historical overview of continuing education in the state, policies related to state participation in continuing education courses and to federal or state contracts or grants are set forth. The next section highlights evaluation criteria for continuing education courses, including those submitted for state funding and those for which state funding is not requested. After presenting instructions for the completion of forms required for state funding, including a funding request form and a data monitoring form, the manual explains the processes for resubmissions and appeals. The next sections discuss requirements related to the continuing education course inventory, a statewide database of information on continuing education; enrollment reporting for equated credit continuing education courses; the continuing education student information system; and student and course data files. Finally, the biennial review process and information requirements for non-state-supported courses are explained. Appendixes include definitions, reporting schedule, subject classification code, standards for senior citizen courses, and forms for submission of state required data. (MDB)

Encyclopedia and a file of business and financial information on compact disk; (3) WCC will soon begin operation of a direct path interactive microwave system to link the college with four area high schools and two postsecondary campuses; and (4) the college will also have Instructional Television Fixed Service capabilities. Computers and electronic instructional equipment are now used in more than half of the classrooms at WCC, and the college's instructional program offers an extensive data processing and computer science curriculum, word processing, computer-aided drafting, desktop publishing, robotics, and other high technology programs of study. WCC has found that electronic technology supplements and enriches the curriculum while reducing operational costs. (MDB)

ED 295 714 JC 880 282

Hodges, Daniel L.
How the Use of Cognitive Psychology Findings Can Raise the Productivity of Computer-Assisted Instruction.
PUB DATE- Oct 86
NOTE- 21p.; Paper presented at the National Conference of the League for Innovation in the Community College (Miami, FL, October 5-8, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classical Conditioning; *Cognitive Processes; *Cognitive Psychology; Community Colleges; *Computer Assisted Instruction; Learning Theories; *Memory; *Motivation Techniques; Operant Conditioning; Teaching Methods; Two Year Colleges

An overview is provided of the principles of cognitive psychology that can be used to enhance the effectiveness of computer-assisted instruction (CAI). First, the paper looks at the features of classical and operant conditioning that provide the foundation for important parts of mastery learning and CAI programs. Next, findings from four areas of cognitive psychology research and theory are discussed in terms of their applicability to CAI: (1) modern knowledge about how people learn concepts, retrieve them from memory, learn to discriminate among similar concepts, and apply their knowledge of a concept to unfamiliar situations; (2) human limits in memory, attention, and mental processing; (3) the role of goals and performance standards in cognitive processing;

ED 295 727 PS 017 122

Groves, Melissa M.; Sawyers, Janet K.
The Recalled Quality of Childhood Relationships as Related to Parenting Attitudes.
PUB DATE- Nov 87
NOTE- 9p.; Paper presented at the Annual Conference of the National Council on Family Relations (Atlanta, GA, November 14-19, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Attachment Behavior; *Child Rearing; Fathers; Mothers; *Parent Attitudes; *Parent Child Relationship; Parent Influence; *Parents; Peer Acceptance; *Recall (Psychology); Rejection (Psychology)
IDENTIFIERS- Independent Behavior

This study investigated links between recalled attachment to parents and current parenting attitudes of 126 parents of elementary school children. Mean age of subjects was 36.3 years; average length of marriage was 13 years. The majority of subjects had not experienced disruption in early attachment relationships or parental marital disharmony. Epstein's (1983) Mother-Father-Peer Scale (MFP) was used to assess recalled attachment relationship between subjects and their parents. The MFP consisted of two subscales. One indicated the degree to which a subject's mother, father, and peers were reported to have been accepting versus rejecting. The other measured the degree to which the subject's mother and father were reported to have been overprotective versus supportive of independence. Parental attitudes toward child rearing were assessed using two scales developed by Itkin (1952). The first measured parental attitudes toward children along an acceptance-rejection continuum. The second assessed parental attitudes about the control of children along a strict-permissive continuum. Outcomes of correlation analysis suggested that subjects were not making a significant distinction between memories of

workshop, distribution, promotion, economic aspects, nutritive values, and how families react to the product. Chapter III discusses the MISOLA weaning food experiment in Burkina Faso. The early period of production, evolution and assessment of production, and integration of MISOLA into nutrition education are discussed. Chapter IV describes the production of a porridge, Likuni Phala, in Malawi, a country that is, paradoxically, an agricultural exporter having difficulties meeting the nutritional needs of its citizens. Chapter V discusses the local production of weaning foods in Africa. (RH)

ED 295 740 PS 017 393

Fullard, Elizabeth W.
Family Communication Patterns and the Development of Social Competence in Preschool Children.
PUB DATE- 88
NOTE- 14p.; Paper presented at the Annual Convention of the Council for Exceptional Children (66th, Washington, DC, March 28-April 1, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Foreign Countries; Interaction Process Analysis; *Interpersonal Communication; *Interpersonal Competence; *Parent Child Relationship; *Parent Influence; *Preschool Children
IDENTIFIERS- *South Africa

The hypothesis that different communication patterns would be found in South African families with children of high and low social competence was tested on a sample of 36 white families with 5-year-old preschool children. The communication patterns of 18 families with children of high social competence, as assessed by preschool teachers, were compared with those of 18 families with children of low social competence. In each family, interaction between the child and his or her parents was generated by a series of five relatively simple tasks; interaction was coded and analyzed according to Bales' Interaction Process Analysis. As hypothesized, significant differences in the communication patterns of the two groups of families were found. Discussion specifies aspects of effective and ineffective communication, and profiles ways children with high and low social competence are socially educated and miseducated by parents at home. Educational implications of the

New York City Board of Education, Brooklyn, N.Y. Office of Educational Evaluation.
PUB DATE- Mar 88
NOTE- 19p.
AVAILABLE FROM- Office of Educational Assessment; New York City Board of Education; 110 Livingston Street, Brooklyn, NY 11201.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; Attendance; *Class Size; *Educational Improvement; *Elementary School Students; Ethnic Groups; *Grade 2; *Intervention; Limited English Speaking; Primary Education; Program Evaluation; School Districts
IDENTIFIERS- *New York (New York)

New York City's Early Grade Improvement Program (EGIP) was initiated in the 1985-86 school year as an effort to improve pupil achievement in the primary grades through a reduction of class size. Schools without sufficient space to reduce class size through creation of new classes were given EGIP funds to provide paraprofessional assistance to classroom teachers or to provide two teachers per class. This evaluation of EGIP for 1986-87 focuses on second grade students and consists of three parts. The first is a summary of district self-assessments of EGIP implementation. The second is a presentation of demographic profiles of the city-wide second-grade populations for 1985-86 and 1986-87. The third is a comparison of outcome data for the two academic years. Outcome data are of two kinds: descriptive data about second-grade classroom configurations and pupil achievement data. Achievement and class size data for each community school district are presented in appendices. (RH)

ED 295 755 PS 017 425

Rowe, Deborah Wells
The Impact of Author/Audience Interaction on Preschoolers' Literacy Learning.
PUB DATE- Apr 88
NOTE- 46p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference

Entrepreneurship and Economic Development: The Navajo Model.
PUB DATE- 88
NOTE- 17p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *American Indian Education; *Business Administration Education; Economic Development; Entrepreneurship; High Schools; High School Seniors; Program Descriptions
IDENTIFIERS- *Navajo (Nation); New Mexico State University; University of Arizona; University of New Mexico

The Navajo Nation, in the summer of 1987, sponsored the Special Pre-Business Introduction for Navajo Students (SPINS) program through the business colleges at three universities: (1) University of Arizona; (2) University of New Mexico; and (3) New Mexico State University. SPINS provided entrepreneurial training, through entrepreneurship workshops, for high school seniors in an attempt to stimulate home-grown business and reverse economic stagnation in the area. Reflecting the matriarchal Navajo society, a majority of the students were female. There was a broad diversity in the cultural, socio-economic, and preparatory backgrounds of the students, but all were able to master the materials easily. The curriculum stressed the functional areas of business through lecture, projects, and field trips to actual businesses. The hands-on program emphasized computer simulation exercises that gave students the opportunity to make marketing, management, and financial decisions for a firm and then see how these decisions affected the firm in a competitive market. Although initially reluctant, students later asked to make numerous operating decisions. Another program involved students in developing a rudimentary business plan for a new business on the reservation. Students reported the experience to be valuable. The program provided high school enrichment, encouragement for students to pursue college educations, and tribal economic development through increased business expertise. (DP)

ED 295 769 RC 016 617

Kozakiewicz, Mikolaj
Analysing Urban-Rural Disparities in Education in Poland: Methodological Lessons.
United Nations Educational, Scientific, and Cultural Organization, Paris (France). International Inst. for Educational Planning.

12-16, 1987). Print is small and variable.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - General (140) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Techniques; *Communication Disorders; *Consultation Programs; Elementary Secondary Education; Hearing Impairments; *Hearing Therapy; *Interprofessional Relationship; Language Handicaps; Public Schools; Speech Handicaps; *Speech Therapy; Student Evaluation; Teaching Load; Teaching Methods; Team Teaching; Therapeutic Environment; *Therapists

This paper presents an approach to the future role of public school language and speech specialists designed to make them indispensable to teachers and administrators. They should move away from the pull-out method of delivering services. Instead they should work directly with students in their classroom and consult or co-teach with regular and special education teachers. Academic content should be incorporated into their service delivery in order to help the student function better in the classroom. Caseloads should be limited only to those students whose speech, language, and hearing disorders directly affect their school performance, because providing services to students who do not need intervention to succeed academically makes the specialist dispensable. Through consultation they can develop an intervention program, model it, and be responsible for the training of others to carry it out. Co-teaching provides an opportunity for language-based instruction for students with severe language disorders in separate classrooms. Regular and special education teachers and administrators should be invited to programs on speech and language. The specialists should also attend programs on regular education to increase their understanding of classroom curriculum. The bibliography provides references discussing pull-out models, communication skills of adolescents, and assessment and testing. (VW)

ED 295 384 EC 202 822

Hippolitus, Mona; Beyerle, Shaazka
National Directory of Transition Specialists, 1986.
American Council on Education, Washington, DC. HEATH Resource Center.; National Clearinghouse on Postsecondary Education for Handicapped Individuals, Washington, DC.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Sep 86

ED 295 397 EC 202 836

Zantal-Wiener, Kathy
Disciplinary Exclusion of Special Education Students. ERIC Digest #453.
ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 88
NOTE- 3p.
CONTRACT- 400-84-0010
AVAILABLE FROM- ERIC Clearinghouse on Handicapped and Gifted Children, 1920 Association Dr., Reston, VA, 22091 (free, please enclose a self-addressed stamped envelope).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Opinions/Personal Viewpoints/Position Papers/Essays (120) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Court Litigation; *Disabilities; *Discipline; *Discipline Policy; Elementary Secondary Education; Equal Education; Legal Responsibility; *Suspension
IDENTIFIERS- ERIC Digests

The controversial legal issue of disciplinary exclusion of special education students is summarized. Presented in question and answer format, the information digest addresses the following questions: Why is the disciplinary exclusion of special education students so controversial? When can a special education student be excluded from school for disciplinary reasons? Who is responsible for determining if the disciplinary action is a manifestation of the handicap? Do many school systems have disciplinary policies that specifically address the students with handicaps? What alternatives to disciplinary exclusion are available for special education students? Also provided is a bibliography of 13 additional resources. (DB)

ED 295 398 EC 202 837

Zabel, Robert H.
Emotional Disturbances. ERIC Digest #454.
ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.

DESCRIPTORS- Administrative Policy; Board of Education Policy; *Compliance (Legal); Confidentiality; *Disabilities; Due Process; *Educational Legislation; Elementary Secondary Education; Enrollment; *Federal Legislation; Individualized Education Programs; *Institutional Evaluation; Legal Responsibility; Mainstreaming; Needs Assessment; Program Evaluation; *Self Evaluation (Groups); Special Education; State Legislation
IDENTIFIERS- *South Carolina; Surrogate Parents

This manual assists South Carolina service providers in their efforts to comply with components of Public Law 94-142, Education of All Handicapped Children Act, in order to assure that handicapped children receive an appropriate education. The manual is designed as an evaluation tool for school districts to record areas of compliance and to identify problems. The manual covers the following areas: policy requirements of local education agencies, policy requirements of state-operated programs, due process hearings, procedural safeguards, confidentiality, individualized education programs, verification of annual child count, program entry, surrogate parents, and least restrictive environments. For each area, a checklist of requirements is printed, along with the legal citation from Public Law 94-142 or related state regulations. (JDD)

FL

ED 295 412 FL 016 586

Voght, Geoffrey M., Comp.

Proceedings of the Annual Eastern Michigan University Conference on Languages for Business and the Professions (5th, Ann Arbor, Michigan, April 10-12, 1986).

Eastern Michigan Univ., Ypsilanti.
PUB DATE- Apr 86
NOTE- 754p.; For individual papers, see ED 276 261 and FL 016 587-630.
LANGUAGE- English
EDRS Price - MF04/PC31 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)

Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Business Administration; *Business Communication; College Second Language Programs; Cultural Education; Evaluation Methods; *French; Higher Education; *Languages for Special Purposes; Language Skills; *Learning Activities; Liberal Arts; Second Language Instruction; Small Colleges; Translation; Writing Skills
IDENTIFIERS- Drury College MO

Drury College (Missouri) has developed a commercial French course that is practical, situation-oriented, and provides instruction in correspondence and translation. The course is considered part of the cultural segment of the French program. It enrolls majors in business, French, and a variety of other disciplines, and emphasizes contextual listening comprehension and speaking, cultural readings and discussions, translation, and formal correspondence. Instructional activities include readings, short films, the writing of resumes for articles in current French newsmagazines, Monopoly played in French, idiomatic translation exercises, and letter-writing. Student evaluation is based on class participation, homework, three tests, and a final project consisting of a commercial and a series of letters synthesizing the cultural material covered with technical language skills. The course attracts and retains advanced language students and provides practical language skills in a liberal arts context. A six-page bibliography is included. (MSE)

ED 295 427 FL 016 601

Herman, Gerald
A Classroom Experiment in Marketing: Innovative Methods for the Teaching of Business French.
PUB DATE- Apr 86
NOTE- 15p.; In: Proceedings of the Fifth Annual Eastern Michigan University Conference on Languages for Business and the Professions (see FL 016 586).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Business Administration; *Business Correspondence; *Classroom Techniques; College Second Language Programs; Creativity; Experiential Learning; *French; Higher Education; *Languages for Special Purposes; Learning Activities; *Marketing;

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Business Communication; Communication Problems; Comparative Analysis; Course Content; Course Organization; Finance Occupations; Foreign Countries; *Ideography; Instructional Materials; *Intercultural Communication; *International Trade; *Languages for Special Purposes; Language Usage; Language Variation; Literature Reviews; *Mandarin Chinese; Romanization; Second Language Instruction; Uncommonly Taught Languages

IDENTIFIERS- China; Taiwan; United States

The construction of an intermediate course in Mandarin Chinese for business purposes is discussed. Following an introduction in part one, part two considers the progress of trade relations between Taiwan, the People's Republic of China (PRC), and the United States. Part three gives a brief review of materials already in print that might help in the formulation of a course in Business Mandarin. The fourth part highlights possible difficulties due to different usage in Taiwan and the PRC, in both written and spoken communication. Issues surrounding romanization and the use of "simplified" Chinese characters are discussed. Part five contains a general discussion of 10 proposed lessons on international finance. The lessons (in Chinese) and two Chinese/pinyin/English glossaries are appended. (MSE)

ED 295 441 FL 016 615

Kumayama, A.

How Cultural Traits Influence the Way Japanese and Americans Interact with Each Other in a Business Setting.

PUB DATE- Apr 86

NOTE- 36p.; In: Proceedings of the Fifth Annual Eastern Michigan University Conference on Languages for Business and the Professions (see FL 016 586).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Body Language; *Business Communication; Cultural Context; Cultural Education; *Cultural Traits; Foreign Countries; *Industry; Interaction Process Analysis; *Intercultural Communication; International Trade; Interviews; *North Americans; Role Playing; Simulation; Social Values

foreign language in question, and the language of the online system. Deficiency in any of these languages will result in less efficient or less effective information retrieval. Knowledge of foreign languages is increasingly important as information science advances. Without this knowledge, the information-seeker will be severely limited. (MSE)

ED 295 456 FL 016 630

Cere, Ronald
Cross-Cultural Training for Business and the Professions: Rationale and Program Design and Development.
PUB DATE- Apr 86
NOTE- 23p.; In: Proceedings of the Fifth Annual Eastern Michigan University Conference on Languages for Business and the Professions (see FL 016 586).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Business Administration Education; Classroom Techniques; College Second Language Programs; Course Content; Course Descriptions; *Course Organization; *Cross Cultural Training; *Educational Needs; Higher Education; Intercultural Communication; *International Trade; *Languages for Special Purposes; Multicultural Education; Needs Assessment; *Professional Education; Program Development; Questionnaires; Second Language Instruction

A discussion of cross-cultural training in the context of business and professional education outlines the need for such training and proposes methods of designing and implementing it within foreign language courses. Four segments address specific aspects of development for such courses. The first looks at procedures used to determine the type of intercultural instruction required. The second lists and explains specific objectives to guide the program, and the third part focuses on themes and topics to be included. The fourth part considers the structure of a special purpose culture component. Appended materials include sample questionnaires for assessing the language and cultural needs of students and professionals and a model cross-cultural syllabus. (MSE)

English (Second Language); *English for Academic Purposes; *Foreign Students; *Graduate Students; Higher Education; Individualized Instruction; Peer Evaluation; Second Language Instruction; Skill Development; *Technical Writing; *Theses; *Writing Instruction
IDENTIFIERS- *University of Florida

An approach to teaching academic writing to foreign graduate students at the University of Florida is described. The course combines general and technical writing assignments to sharpen students' critical thinking skills while improving their organizational techniques and editing strategies. Assignments are designed to help students discover the links between their current academic interests and previous experiences. The class provides an environment in which students can explore several learning styles, and independent work is combined with peer editing and bi-weekly conferences in a form of Vygotskian tutorial. Several assignments are described to illustrate how combining papers on language learning and culture can improve subsequent drafts on research papers. (MSE)

ED 295 472 FL 017 413

Caprio, Mark
Giving Students the Freedom To Learn.
PUB DATE- Mar 88
NOTE- 7p.; Paper presented at the Annual Meeting of the Teachers of English to Speakers of Other Languages (22nd, Chicago, IL, March 8-13, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Students; *Communicative Competence (Languages); *English (Second Language); Foreign Countries; Higher Education; Instructional Materials; *Learning Strategies; Second Language Learning; Student Role; Teacher Role
IDENTIFIERS- *Japan; Japanese People

A teacher of English as a second language in a Japanese university found that despite large classes and time limitations, by changing four aspects of classroom instruction, the students increased their language capabilities and confidence. The four aspects are the teacher's role, the student's role, classroom materials, and student evaluation. The teacher's role changed from that of director and controller of learning to catalyst and monitor. The

ED 295 487 FL 017 431

Ryan, Dennis
Schema Theory and the Japanese Reader of English.
PUB DATE- 88
NOTE- 29p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- College Students; Contrastive Linguistics; Discourse Analysis; *English (Second Language); Higher Education; Japanese; Language Styles; *Learning Theories; *Reading Comprehension; *Reading Instruction; Rhetoric; *Syntax; Writing (Composition)
IDENTIFIERS- Hinds (John); *Japanese People; *Schema Theory

An analysis of schema theory at the compositional and sentence levels and its implications for Japanese readers of English prose is presented. The study looks at differences between Japanese and English syntax and concludes with five recommendations for English reading instruction for this group. The recommendations include: (1) pursuing the direction taken in the research of John Hinds (1983, 1987) on Japanese-English contrastive rhetoric for teaching the reading and writing of English composition; (2) applying an "attention-getting device/thematic indicator" paradigm to reading and writing projects, especially in teaching the opening paragraph in expository prose; (3) devising written exercises to practice and test syntactic patterning, especially in well-documented areas of weakness such as subordination, relativization, negation, infinitives, and others; (4) using reading passages that contain target-language culture-specific information; and (5) encouraging rapid expansion of vocabulary beyond the elementary level. (MSE)

ED 295 488 FL 017 434

Ferhadi, Ahmed
Impact of Adults and Children on the Addressor.
PUB DATE- Mar 88
NOTE- 40p.; Paper presented at the Annual Meeting of the Teachers of English to Speakers of Other Languages (22nd, Chicago, IL, March 8-13, 1988).

parent-child Spanish are outlined, based on the approach's five elements, with examples given from Milwaukee (Wisconsin) Public Schools materials. (MSE)

ED 295 503 FL 017 456

Little Soldier, Lee

Sociocultural Context and Language Learning of Native American Pupils.

PUB DATE- 88

NOTE- 15p.; Paper presented at the Annual Meeting of the National Association for Bilingual Education (17th, Houston, TX, April 27-May 1, 1988).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *American Indians; *Bilingualism; Classroom Communication; *Classroom Environment; Cooperation; Cultural Context; Instructional Materials; *Language Acquisition; Primary Education; Second Language Learning; *Sociocultural Patterns; Teacher Student Relationship; *Young Children

IDENTIFIERS- *New Mexico

A study examined the quantity and quality of language produced by kindergarten and early primary Native American pupils in relation to selected factors in the classroom context in which the language was produced. Observations of about 50 classrooms were conducted in schools serving predominantly Native American pupils on and off reservations in New Mexico. A rating sheet was used to evaluated the sociocultural environment of the classrooms. Results showed that informal classroom organization with flexible arrangement of furniture and emphasis on group work enhanced language learning. Other factors relating positively to language learning were situations in which the locus of control was shared by teachers and pupils, where there was an emphasis on cooperative learning and dialogue patterns involving pupils to a great degree, and in which culturally relevant materials or activities were used. (MSE)

Miller, Richard I.
Evaluating Faculty for Promotion and Tenure. The Jossey Bass Higher Education Series.
REPORT NO.- ISBN-1-55542-069-9
PUB DATE- 87
NOTE- 272p.
AVAILABLE FROM- Jossey-Bass Publishers, 350 Sansome Street, San Francisco, CA 94104 ($23.95).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Annotated Bibliographies; Check Lists; *College Faculty; Compliance (Legal); Decision Making; Evaluation Criteria; *Faculty Evaluation; *Faculty Promotion; Higher Education; Student Evaluation of Teacher Performance; *Tenure

Practical recommendations are offered for implementing an effective faculty evaluation system, based on the idea that quality promotion and tenure decisions are impossible without one. Weaknesses of current systems are described, including casual approaches and inadequate attention to decision making. Eight characteristics of effective systems are detailed (e.g., clearly written policies and procedures, compatibility with institutional goals). A framework is suggested for developing faculty evaluation systems as well as criteria for evaluating teaching, scholarship, and service. Other areas, such as advising, faculty service and relations, professional growth, and self-evaluation, are also addressed, as are such alternatives to tenure as term contracts. The book is organized in three parts: (1) developing effective evaluation procedures; (2) improving promotion and tenure processes (including monitoring compliance with the law); and (3) resources for academic decision makers. The latter includes faculty evaluation rating forms, selected student rating instruments, and an annotated bibliography on promotion, tenure, and performance appraisal. Contains 300 references. (LB)

ED 295 517 HE 021 414

Lynton, Ernest A.; Elman, Sandra E.
New Priorities for the University. Meeting Society's Needs for

appointment, stipends and fees and related procedures and policies. A copy of a mentor questionnaire on teaching assistants is included. Contains 15 references. (SM)

ED 295 530 HE 021 455

Industrial Development and the Planning of Higher Education. Report of an IIEP Workshop (Dalian, People's Republic of China, June 3-20, 1986).

United Nations Educational, Scientific, and Cultural Organization, Paris (France). International Inst. for Educational Planning.

PUB DATE- Jun 86

NOTE- 215p.

AVAILABLE FROM- International Institute for Educational Planning, 7-9 rue Eugene-Delacroix, 75116 Paris, France.

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Collected Works - Proceedings (021)

DESCRIPTORS- Developing Nations; Educational Finance; *Educational Planning; Enrollment Trends; Foreign Countries; *Higher Education; *Industrialization; *Labor Force Development; Models; Modernization; Resources; Simulation; *Technological Advancement; *Training Methods; Workshops

IDENTIFIERS- *China

The objectives of this workshop, jointly sponsored by the State Education Commission of the People's Republic of China and the International Institute for Educational Planning (IIEP), were to: discuss the problem of the relationship between the development of higher education, industrial growth, and technical change; analyze the growth of the industrial sector and the expansion of higher education and note their effects on the structure of qualified manpower and the educational profile of the working force; introduce some technical aspects of higher education planning; and discuss different organizational problems (particularly the relationships between various levels of educational decision making and between institutions of higher education and the industrial sector). The workshop focused on integrated planning of higher education and industrial development, a theme pertinent to the ongoing reforms of higher education in China and the current concern for rapid modernization. An effort was made to apply various active training methods during the workshop and to encourage participation by the 38 attendees (mostly officials responsible for higher education planning at a provincial level).

EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Speeches, Conference Papers, "Papers Presented at..." (150) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Change Strategies; College Administration; *College Environment; College Faculty; *College Planning; College Students; Educational Finance; Educational Trends; Futures (of Society); Higher Education; *Institutional Characteristics; *Long Range Planning; Questionnaires; Sociocultural Patterns; *Trend Analysis

Educational Quick Environmental Scanning Technique (ED QUEST) is a process designed to identify emerging issues and events that indicate potential threats and opportunities to educational organizations, to analyze the probable impact of these variables on the organization, and to facilitate the development of appropriate organizational strategies. This manual describes, conceptually and through practical illustrations, each step of the ED QUEST process. In Part One, the essential elements of the process are described, including the criteria establishing information sources, identifying and analyzing critical trends and events, developing alternative scenarios, identifying strategic options, and selecting options to be incorporated into the strategic management process. Parts Two and Three provide differing examples in the form of two fictitious institutions (a small, private, four-year college with a planning team inexperienced in strategic planning; and a public two-year college) to illustrate that a variety of techniques and versions of the techniques can be incorporated into the basic ED QUEST process. Part Four discusses ways in which a college or university could institutionalize an ongoing environmental scanning process to systematically provide information for use in the strategic management program. Topics in Part Four include development of the program structure and the scanning taxonomy, and electronic file organization; identifying literature sources and databases; training scanners and abstracters; and conducting scanning committee meetings. Provided in appendices are a future prospects notebook, a round two Delphi questionnaire, scenarios developed at one of the fictitious community colleges used as an example, and biographical sketches. Contains 84 references. (KM)

ED 295 545 HE 021 483

Austin, Morris
Asian Electrical and Computer Engineers at a California University:

university manual; consultation with president and commissioner; membership lists; academic freedom; selection of deans; department chairpersons; selection and appointment of faculty members; workload; salaries; fringe benefits; the annual review; promotion process; non-renewal; statement of principles of tenure; eligibility for tenure; tenure process; leaves; outside consultation; retrenchment; grievance procedure; dues deduction; alteration of agreement; no strikes or lockouts; savings clause; and termination of agreement. The appendices focus on salaries (1987-88; 1988-98; 1989-90); letters of agreement, Minima/Maxima; chairperson's supplements; summer session; definition and coverage of limited full-time faculty; and teaching assignments in the college of continuing education. (SM)

ED 295 558 HE 021 510

Gayle, Carol; And Others
"A Liberal Arts Education of Enduring Value." Self-Study Report of Lake Forest College for the North Central Association of Colleges and Schools, Commission on Institutions of Higher Education.
Lake Forest Coll., Ill.
PUB DATE- May 86
NOTE- 186p.
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Standards; *Accreditation (Institutions); Faculty College Relationship; Faculty Publishing; Financial Needs; Governance; Higher Education; *Institutional Evaluation; Liberal Arts; Mission Statements; Needs Assessment; Organizational Effectiveness; Policy Formation; *Private Colleges; *Program Evaluation; Quality Control; *Self Evaluation (Groups); Services; Student College Relationship
IDENTIFIERS- *Lake Forest College IL

The purpose of Lake Forest College's 1986 self-study was to provide the North Central Association's Commission on Institutions of Higher Education Evaluation Team with materials needed for reaccreditation; to evaluate Lake Forest's efforts to fulfill the purposes and meet the goals established in the new mission statement; and to evaluate the system of planning and self-evaluation built into the college's governance system. Information includes a look at Lake Forest College; the new mission statement; human resources (faculty, students, and administration

York; *Regulatory Agencies; Tax Reform Act 1986

Two papers consider the capital recovery difficulties of telephone companies in the current deregulatory environment. The first, "Capital Recovery in the Transition Period" (Gail Garfield Schwartz, New York State Public Service Commission) describes the process determining depreciation in both regulated and deregulated environments, and argues that decisions to permit companies to draw out their depreciation of corporate assets should be made on a case by case basis. The second paper, "The Negative Effects of Tax Reform on the Telephone Industry" (Jeffrey A. Rohlfs, with Susan Leisner and Charles Jackson) (abstract only), details the effects of the 1986 Tax Reform Act on capital recovery and internal cash flow practices of telephone companies. It concludes that, with the elimination of the investment tax credit and a reduction in the level of deferred taxes, the new tax law has exacerbated the problems created by inadequate capital recovery, and limited the telephone industry's ability to use internal funds to replace and modernize its plants. (Author/EW)

ED 295 572 IR 013 165

Telecommunications Policy Research Conference. Media Concentration and the First Amendment Section. Papers.
Telecommunications Policy Research Conference, Inc., Washington, DC.
PUB DATE- Sep 87
NOTE- 28p.; Papers presented at the Telecommunications Policy Research Conference (15th, Airlie, VA, September 27-30, 1987). For the conference program and additional papers, see IR 013 160-182.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090) Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Broadcast Industry; Communications; Cost Effectiveness; *Mass Media; News Reporting; *Ownership; Public Policy; *Television
IDENTIFIERS- Federal Communications Commission; *First Amendment; Pricing; *Television Stations

These two papers consider the implications of industry concentration in the mass media industry. The first, "Selling the Store: Policy Implications of the 1986 Bonanza in Television Station Transfers" (Joseph Foley, Ohio State University), analyzes the relationship between key market variables and prices paid in 1986 television stations transfers, and draws conclusions about the

ED 295 587 IR 013 180

Telecommunications Policy Research Conference. Regulation, Deregulation & Competition Section. Papers.

Telecommunications Policy Research Conference, Inc., Washington, DC.

PUB DATE- Sep 87

NOTE- 120p.; Papers presented at the Telecommunications Policy Research Conference (15th, Airlie, VA, September 27-30, 1987). For the conference program and additional papers, see IR 013 160-182.

LANGUAGE- English

EDRS Price - MF01/PC05 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Case Studies; Comparative Analysis; *Information Networks; Regression (Statistics); *State Agencies; State Legislation; *Telecommunications; *Telephone Communications Industry

IDENTIFIERS- *Deregulation; *Pricing

Three papers discuss aspects of telecommunications regulation in a deregulated environment. The first paper, "Implementing Telephone Deregulation: The Political Economy of State Regulation in the Post-Divestiture Era" (Paul E. Teske), analyzed the variation in state regulation of local telephone operating companies using regression analyses across the 50 states and comparative case studies of several states. It was found that different regulatory structures and attitudes explain much of the policy choice variation. Data are presented in four tables and a 27-item bibliography is attached. The second paper, "Network Externalities and Critical Mass in New Telecommunications Services" (David Allen), examines information services in France and Japan in order to develop a theory of the "critical mass" of network externalities that play a central role in the demand for new networks. Two appendixes, 17 footnotes, and an 11-item bibliography are included. The third paper, "A Comparison of Rate Base Rate-of-Return and Ceiling Price Regulation" (Neal C. Stolleman), uses comparative static analysis to examine two alternative regulatory systems from the perspective of a multi-output, profit maximizing exchange carrier. (Author/EW)

ED 295 588 IR 013 181

practice in science and engineering are reviewed. Subjects include: (1) the importance of calculation in research endeavors; (2) productivity in science and technology; (3) the philosophical differences between science and technology; (4) systems analysis and implementation, including effects of IT on the business aspects of research and researchers' behavior; and (5) computer support for engineering practice. A model is developed which helps identify the types of impacts that IT may have on the social system and epistemological aspects of research. Social system factors range from the behavior of individual researchers, through the organization of research laboratories, to social policy concerning funding for research. Epistemological factors include choices of methodologies, kinds of problems to be studied, and evidence to be considered. Factors which may explain why IT has particular effects in a research endeavor are proposed; these include a field's data intensity, requirements for real time analysis, availability of calculation tools, applicability of results, reliance on established principles, clerical support, control over report production, and lay interest in the research. An agenda for research in this area is suggested. (11 references). (Author/MES)

ED 295 602 IR 013 254

Morell, Jonathan A.; And Others
Implementing and Managing Change: A Guide for Assessing Information Technology.
Oak Ridge National Lab., Tenn.
SPONS. AGENCY- Department of Energy, Washington, D.C.
REPORT NO.- ORNL/TM-5-10520
PUB DATE- Aug 87
NOTE- 102p.; Paper presented at the Annual Meeting of the American Evaluation Association (Boston, MA, October 15-17, 1987).
CONTRACT- DE-AC05-840R21400
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Change Strategies; Computer Networks; *Data Collection; *Evaluation Methods; *Information Technology; *Measurement Techniques; Models; *Office Automation; Productivity; Questioning Techniques
IDENTIFIERS- Navy

Instruction; Teacher Education; Teacher Role
IDENTIFIERS- Reality

This report of a 1984 conference on the computer as a teaching tool provides summaries of presentations on the role of the computer in the teaching of science, mathematics, computer literacy, and language arts. Analyses of themes emerging from the conference are then presented under four headings: (1) The Computer and the Curriculum (the computer keeps learning connected to experience; the computer provides access to the underlying disciplines of subjects; the computer challenges the curricular status quo; and the computer aids implementation of the curriculum); (2) The Computer and Reality (computer-based models and simulations only imperfectly represent reality; a program may mask operations that students should experience to give depth and stability to their learning; and computers sometimes need to be used in conjunction with other, more concrete, experiences); (3) Perspectives on Teaching Practice (teaching is rooted in a teacher's own interests, need to understand, and social commitment; and teaching is, to a significant extent, a product of circumstance, not an entirely rational enterprise); and (4) Teachers' Professional Development (strategies and goals are needed for teacher training). The report concludes with a list of questions for further research. (11 references) (MES)

ED 295 617 IR 013 323

Storey, Kim S.; Julyan, Candace L.
The Integrated Design and Use of Computers and Television in Education. TR-85-20.
Educational Technology Center, Cambridge, MA.
SPONS. AGENCY- National Inst. of Education (DHEW), Washington, D.C.
PUB DATE- Jul 85
NOTE- 134p.
CONTRACT- 400-83-0041
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Computer Assisted Instruction; *Educational Television; Elementary Education; Instructional Effectiveness; Instructional Material Evaluation; *Material Development; Microcomputers;

data from the first two experimental design groups indicated that the line drawing visual type of programmed instruction appeared to have an adequate amount of visual information for learning, and when paired with visual feedback, significantly improved learning. In addition, visual feedback was found to improve learning more than verbal feedback. It was also found that verbal testing alone did not reveal any significant performance differences in the field-dependent-independent group, leading to the observation that testing conditions for intellectual performance must be sensitive to the cognitive style factors being examined. The 180 college freshmen in the third experimental group were found to be more highly cognitively impulsive than impulsive and motor impulsive; these findings will be used in further research on learning from microcomputer-based and programmed instructional materials. The text is supplemented by six tables and four figures. (23 references) (EW)

ED 295 631 IR 013 341

Cates, Jeanette S.
Delay of Feedback and Cognitive Task Level in Practice Exercises.
PUB DATE- Jan 88
NOTE- 20p.; In: Proceedings of Selected Research Papers presented at the Annual Meeting of the Association for Educational Communications and Technology (New Orleans, LA, January 14-19, 1988). For the complete proceedings, see IR 013 331.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cognitive Ability; College Students; *Computer Assisted Instruction; *Feedback; Higher Education; Intermode Differences; Pretests Posttests; *Programed Instruction; *Retention (Psychology)
IDENTIFIERS- *Delayed Retention Effect

This study examined the relationship between the timing of feedback in programmed instruction and the cognitive levels of the tasks involved. The subjects were 195 college students from the Principles of Accounting I course at the University of Texas at Austin. Three test groups--an immediate feedback treatment group, an end-of-session feedback treatment group, and a next-session feedback treatment group--and one control group were given a pretest, and then completed the programmed instruction. The tasks for each session were divided into three cognitive levels: Level 1,

future direction of the project are discussed. Projected future activities--including testing of the bibliographic system, expansion of that system into a complete knowledge based system, and conversion of the system to an optical disc (CD-ROM) storage format--and potential research questions associated with developing and using intelligent information systems are also discussed. (EW)

ED 295 645 IR 013 355

Hettinger, Gary A.
Operationalizing Cognitive Constructs in the Design of Computer-Based Instruction.
PUB DATE- 15 Jan 88
NOTE- 18p.; In: Proceedings of Selected Research Papers presented at the Annual Meeting of the Association for Educational Communications and Technology (New Orleans, LA, January 14-19, 1988). For the complete proceedings, see IR 013 331.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Aptitude Treatment Interaction; Branching; *Cognitive Style; *Computer Assisted Instruction; Courseware; *Field Dependence Independence; Individualized Instruction; *Instructional Design; Mastery Learning; *Student Characteristics

This study of the application of cognitive style theory to the development of computer-based instruction explored two questions, i.e., whether computer-based courseware can be designed to address specific learner characteristics, and, if so, which characteristics. Several factors involved in the optimization of instruction are described: learner adaptation, mastery learning, structure of knowledge, and individual differences. These factors are then considered in relation to the development of cognitive style constructs. The components of field dependence/independence (FD/I) cognitive style are then identified and their use in instructional design is briefly described. A matrix is developed to detail the bipolar nature of the FD/I concept, and learner characteristics and corresponding instructional strategies are detailed for both the field dependent and field independent branches of the design matrix. The text is supplemented by 3 figures and 15 references. (EW)

ED 295 659 IR 013 370

Rieber, Lloyd P.

The Effects of Computer Animated Elaboration Strategies and Practice on Factual and Application Learning in an Elementary Science Lesson.

PUB DATE- Jan 88
NOTE- 11p.; In: Proceedings of Selected Research Papers presented at the Annual Meeting of the Association for Educational Communications and Technology (New Orleans, LA, January 14-19, 1988). For the complete proceedings, see IR 013 331.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Analysis of Variance; *Animation; *Computer Assisted Instruction; *Computer Graphics; Elementary School Science; Elementary School Students; Feedback; Intermediate Grades; Physics; *Time Factors (Learning); *Transfer of Training
IDENTIFIERS- *Text Types

This study examined the effects of animation and practice on factual and application learning in computer based instruction (CBI), and the extent to which animation and practice promoted near and far transfer of these learning outcomes. Subjects were 192 fourth, fifth, and sixth graders, and the CBI content was an elementary physics lesson in Newtonian mechanics. Two levels of practice (Relevant Practice and Irrelevant Practice) were crossed with three levels of graphic type (Graphic, Animated Graphic, and No Graphic) and two levels of text type (Text and No Text). No significant differences were found for the between-subjects factors of practice, graphic type, and text type. Among the within-subject factors (Learning Outcome and Transfer), a main effect was for transfer, i.e., subjects performed significantly better on far transfer questions than on near transfer questions. A significant interaction was also detected among Learning Outcome and Transfer, i.e., far learning was facilitated for factual learning, whereas no difference in transfer was detected for application learning. Results of the data analyses are displayed in two tables. (21 references) (Author/EW)

following computer based variables which the expert system adapts to individual learner differences during the course of the instruction are presented as subroutines: (1) beta value computation; (2) mastery check and advisement; (3) learning time interval; and (4) format of examples and sequence. A figure depicts the instructional variables monitored by the MAIS expert tutor. (11 references) (EW)

ED 295 674 IR 013 385

Schwen, Thomas M.

Professional Ethics: An Analysis of Some Arguments for Development of Virtuous Behavior.

PUB DATE- Jan 88

NOTE- 9p.; In: Proceedings of Selected Research Papers presented at the Annual Meeting of the Association for Educational Communications and Technology (New Orleans, LA, January 14-19, 1988). For the complete proceedings, see IR 013 331.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Behavior; *Codes of Ethics; *Educational Technology; *Moral Values; *Professional Associations; Professional Recognition; Standards

IDENTIFIERS- *Professional Behavior; *Professional Ethics

This discussion of professional ethics for educational technologists argues that such ethics can and should be based, not on public discussion, but on "virtuous behavior," a trait-like behavior that meets or exceeds the commonly held virtues of the profession and is fostered by associations of professionals. Such virtues are based on moral principles and rules and moral reasoning. It is argued, however, that promotion of such virtuous behavior must go beyond merely publishing a code of ethics without any further explanation or application and interpretation in the training context. It is suggested that both moral principles and moral reasoning be studied further in the context of professional behavior, and explored in both the professional literature and training programs. In addition, the code of ethics should be reexamined and clarified, and the dispositions or traits of virtuous professionals should be more carefully described, analyzed, and promulgated. (5 references) (EW)

Burlington County Coll., Pemberton, N.J.
PUB DATE- May 88
NOTE- 13p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Achievement; *Academic Persistence; *Chemistry; Community Colleges; Correlation; *Dropouts; Grade Point Average; Grades (Scholastic); *Predictor Variables; Prerequisites; *Science Instruction; Student Characteristics; Student Placement; Two Year Colleges

A study was conducted at Burlington County College to investigate the relationship between the academic characteristics and course completion of students enrolled in General College Chemistry (CHE 105) in fall 1985. The study involved an examination of students' academic records and a survey of students who did not successfully pass the course. Of the 126 students who enrolled in the course, 21.4% received an A, 21.4% a B, 26.2% a C, 2.3% a D, 13.5% an F, 4.7% an X (withdrawal after mid-term for non-academic reasons), 6.3% a W (withdrawal before mid-term), 2.3% an E (withdrawal for medical reasons), and 1.6% a Z (withdrawal during the first 10 days of the term). Study findings included the following: (1) students who received an A in CHE 105 had a mean grade point average (GPA) of 3.65 and had completed 85.3% of the credits they had attempted; (2) students who received a D or F grade or withdrew from the class had a GPA of 1.41 and had completed only 38.5% of the credits attempted; (3) there was a slight positive correlation between students previous math experience and success in CHE 105; and (4) students who did not successfully complete the course found the most difficult part of CHE 105 to be the time pressure to complete assignments and prepare for exams. Based on study findings, it was recommended that placement criteria in CHE 105 be a GPA of at least 2.0, a course completion ratio of at least 73%, previous math experience at least at the level of intermediate algebra, and recent successful completion of an introductory chemistry course or equivalent. (EJV)

ED 295 688 JC 870 269

Dimensions 2000: A Strategic Plan for Building Alabama's Future.
Alabama State Dept. of Postsecondary Education, Montgomery.
PUB DATE- 87

ED 295 701 JC 880 268

Statement of Understandings Relating to Provisions of Board Policy Applicable to Full-Time Faculty, The St. Louis Community College, 1987-1989.

National Education Association, Washington, D.C.; Saint Louis Community Coll., Mo.

PUB DATE- 11 May 87
NOTE- 76p.; Prepared as the Result of Discussions between and Recommendations of Representatives of St. Louis Community College and the Junior College District-National Education Association.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Collective Bargaining; *College Faculty; Community Colleges; *Contracts; Department Heads; *Employment Practices; Faculty Promotion; Faculty Workload; Fringe Benefits; Grievance Procedures; Job Layoff; Leaves of Absence; *Personnel Policy; Released Time; Teacher Dismissal; Teacher Retirement; Teacher Salaries; Tenure; Two Year Colleges; Unions
IDENTIFIERS- National Education Association; *NEA Contracts

This agreement between St. Louis Community College (SLCC) and the Junior College District-National Education Association (JCD-NEA) establishes board policy with respect to the employment of full-time faculty at SLCC. The articles in the agreement establish provisions and rights with respect to: (1) SLCC's recognition of the right of full-time faculty to choose their own representation; (2) the JCD-NEA's rights; (3) board and management rights and responsibilities; (4) discussion and impasse procedures; (5) nondiscrimination; (6) personnel files; (7) personal and academic freedom; (8) outside employment; (9) faculty responsibilities and workload; (10) conference attendance; (11) evaluation; (12) transfer and retraining; (13) minimum qualifications for academic rank; (14) advancement on the salary schedule; (15) full-time faculty salary schedule; (16) overload compensation; (17) salary rates for summer sessions and extended time; (18) special problems, independent study, and low enrollment courses; (19) employee insurance and annuity; (20) faculty promotion in academic rank; (21) dues and payroll deductions; (22) paid and unpaid leaves of absence; (23) retirement; (24) employment of family members and educational benefits for employees and employees' families; (25) faculty grievance process; (26) reduction in the workforce; (27) nonrenewal of contract; (28) dismissal; (29) resignations; (30) working conditions; and (31) a savings clause. (EJV)

and (4) principles of remembering and forgetting that stress the importance of relevance, organization and integration, elaborated processing, the match between conditions at learning and conditions at retrieval, and memory erosion and interference. Within each section, and in a separate summary, research-based suggestions for CAI development and practice are presented (e.g., when teaching concepts, present a set of positive examples covering the range of instances that fit the concept to help students generalize new examples, and present a set of negative examples to help students discriminate among superficially similar concepts; provide the student with control over the program; define ultimate and short-term instructional goals; and provide edit and correct practice). (EJV)

ED 295 715 JC 880 289

Guidelines for Chemistry and Chemical Technology Programs in Two-Year Colleges.
American Chemical Society, Washington, D.C.
PUB DATE- 88
NOTE- 22p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Associate Degrees; *Chemistry; College Curriculum; Community Colleges; *Curriculum Development; Curriculum Evaluation; Curriculum Guides; Evaluation Criteria; Science Facilities; *Science Instruction; Science Teachers; *Self Evaluation (Groups); Two Year Colleges

Designed for use in institutional self-studies and program reviews, these guidelines provide a comprehensive model for chemistry and chemical technology programs in two-year, associate-degree-granting colleges. The eight sections of the guide suggest 90 standards in the areas of: (1) chemistry program mission and periodic program review; (2) organizational structures supporting chemistry programs; (3) financial support and budgetary allocations; (4) the curriculum, covering program development, course scheduling, course prerequisites, the spectrum of introductory chemistry courses, general chemistry for science and engineering majors, preparatory chemistry courses, chemistry transfer programs, chemical technology programs, and chemistry courses for nonscience, allied health, engineering, and other programs and groups; (5) qualifications and attachment by sex of parent. Only the variable of maternal encouragement of independence was found to be significantly related to a present attitude favoring strict control of children. (RH)

ED 295 728 PS 017 372

Ambrose, Richard P.
All-Day Kindergarten: One Model That Works.
PUB DATE- Apr 88
NOTE- 6p.; Paper presented at the Annual Conference of the Association for Childhood Education International (Salt Lake City, UT, April 21-24, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Demonstration Programs; *Developmental Programs; *Kindergarten; Program Descriptions; *Sequential Learning; Teaching Methods
IDENTIFIERS- Field Local School District OH; *Full Day Programs

The Central School, Field Local School District, which is located in rural Brimfield, Ohio, has been participating since 1980 in an ongoing demonstration project featuring all-day kindergartens. The school contains only kindergarten classrooms (7 classrooms with approximately 210 children). Central School has implemented a "Strategies in Early Childhood Education" program, which is based on the premise that learning is developmental and sequential. Children's developmental levels are determined through a criterion referenced test, and from this test individual learning profiles and programs of study are developed. Children progress at their own pace. They are aided by high school and parent volunteers. The school has received very favorable evaluations. A grant to produce a videotape of the Central School program was obtained through the Martha Holden Jennings Foundation. The project focused primarily on: (1) development of a slide and tape package describing Central School's kindergarten program; (2) development of demonstration materials; and (3) documentation, by means of formal and informal discussions, of teacher involvement with and response to the development of the other two components. A summary of a questionnaire assessing the project participation of the kindergarten teachers concludes the report. (SKC) findings for children's acquisition of social competence are pointed out. (RH)

ED 295 741 PS 017 394

Hyson, Marion C.
The Shy Child. ERIC Digest.
ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- EDO-PS-87-3
PUB DATE- 87
NOTE- 3p.
CONTRACT- 400-86-0023
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Children; Definitions; Emotional Problems; *Individual Characteristics; *Personality
IDENTIFIERS- ERIC Digests; *Shyness

This ERIC digest: (1) describes types and manifestations of shyness among children; (2) briefly reviews research on genetic, temperamental, and environmental influences on shyness; (3) distinguishes between normal and problematic shyness; and (4) suggests ways for parents and teachers to help the shy child by accepting the whole child, building the child's self-esteem, developing children's social skills, and allowing shy children to warm up to new situations. (RH)

ED 295 742 PS 017 395

Department of Defense Onsite Child Care Initiative. Hearing before a Subcommittee of the Committee on Government Operations. House of Representatives, One Hundredth Congress, First Session.
Congress of the U. S., Washington, D. C. House Committee on

Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Research; Educational Anthropology; Ethnography; *Interpersonal Relationship; *Learning Activities; *Literacy; Literacy Education; Longitudinal Studies; *Preschool Children; Preschool Education; *Social Influences
IDENTIFIERS- Author Reader Relationship; Context Effect; *Conversation; Microsociolinguistic Analysis

The role of social interaction in the literacy learning of 21 children 3 and 4 years of age was investigated over a period of 8 months. Data were collected at a preschool classroom writing center, using the ethnographic techniques of participant observation, field notes, collection of written texts, as well as audio and video tapes. Patterns in the data indicated that author/audience conversation occurring as children completed self-selected literacy activities encouraged them to (1) activate, confirm/disconfirm, and revise their existing hypotheses about literacy; (2) form new literacy knowledge; (3) become audiences for their own texts; (4) internalize the audience's perspective and use this information to plan texts for absent audiences; (5) experience literacy activities beyond their independent abilities; and (6) with their teachers, build shared understandings about literacy. Overall, the findings indicated that children's self-selected literacy activities are rich contexts for literacy learning, and that social interaction, as part of these events, provides the predictable context and motivation for literacy learning, as well as influencing the kinds of literacy strategies children internalize and use independently. Appendices provide lists of transcription conventions and speech styles used in literacy events. (Author/RH)

ED 295 756 PS 017 426

Nunnelley, Jeanette C.; And Others
Survey of Early Childhood Professionals in Louisville, Kentucky.
Louisville and Jefferson County Community Coordinated Child Care, Ky.
PUB DATE- May 88
NOTE- 20p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Administration; Community Surveys; *Day Care Centers; *Early Childhood Education; *Family Day Care; Fringe Benefits; *Preschool Education; Professional Development; *Program

REPORT NO.- ISBN-92-803-1129-8
PUB DATE- 87
NOTE- 125p.; This study is an offshoot of the IIEP research project on "Regional Disparities in Educational Development," directed by Gabriel Carron and Ta Ngoc Chau.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTORS- *Educational Research; Foreign Countries; Industrialization; *Research Design; Rural Development; *Rural Education; *Rural Urban Differences; Social Science Research; Socioeconomic Influences
IDENTIFIERS- *Poland

The causes of rural/urban educational inequalities are multiple and diverse, and their analysis requires multi-disciplinary, longitudinal research. In this Polish study, preliminary examination of macrostatistical data on rural/urban disparities revealed the limitations of dichotomous analysis. In a broad, in-depth approach designed to develop a realistic continuum of community types, researchers lived and worked in two field research stations for 2- to 3-year periods, and a network of 49 teachers and correspondents provided data from their village schools. In total, data about 7,000 students were investigated over a 12-year period. The results demonstrate the interrelationships among educational inequalities and social inequalities. They also demonstrate the need to analyze inequalities on national, regional, and local levels. The study includes 38 statistical tables, 7 diagrams and graphs, 9 maps, an appendix outlining the principles of point setting in formulating starting and achievement level indices, and a selected bibliography containing 19 Polish, 4 French, and 8 English items. (SV)

ED 295 770 RC 016 618

Edington, Everett D.; Di Benedetto, Romeo Raymond
Principal Leadership Style and Student Achievement in Small and Rural Schools of New Mexico.
PUB DATE- Apr 88
NOTE- 31p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988). Best copy available.
LANGUAGE- English

NOTE- 29p.
GRANT- G0084C3501
AVAILABLE FROM- HEATH Resource Center, One Dupont Circle, Suite 800, Washington, DC 20036-1193.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Disabilities; *Education Work Relationship; Secondary Education; *State Programs; *Transitional Programs; *Vocational Rehabilitation

This directory is designed for use by parents, professionals, and disabled persons interested and concerned about the transition period from high school to adult working life. It lists persons in each state who can be contacted for information on current transition activities as well as future transition services being planned by the state. It includes names, titles, addresses, and telephone numbers for persons designated as transition specialists by each state's chief state school officer and administrator of vocational rehabilitation. In addition to the 50 states, listings are included for American Samoa, Guam, the Mariana Islands, Puerto Rico, and the Virgin Islands. (VW)

ED 295 385 EC 202 823

Aging Out: The School District's Role in the Transition from School to Adult Services.

New York State Education Dept. Albany. Office for the Education of Children with Handicapping Conditions.

PUB DATE- Aug 87
NOTE- 78p.
AVAILABLE FROM- New York State Education Department, Office for Education of Children with Handicapping Conditions, Division of Program Development, Room 1071, Education Building Annex, Albany, NY 12234 (Attn: Aging Out Manual).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Adult Programs; Annual Reports; *Disabilities; Eligibility; *Referral; *School Districts; School Role; Secondary Education; State Agencies; State Legislation; *Transitional Programs

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 88
NOTE- 3p.
CONTRACT- R188062207
AVAILABLE FROM- ERIC Clearinghouse on Handicapped and Gifted Children, 1920 Association Dr., Reston, VA, 22091 (free, please enclose a self-addressed stamped envelope).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reference Materials - General (130) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Behavior Patterns; Behavior Problems; *Definitions; Elementary Secondary Education; *Emotional Disturbances; Federal Legislation; Incidence
IDENTIFIERS- ERIC Digests

The information digest on emotional disturbances provides basic information on definition, incidence, patterns of behavior, and educational implications as well as suggested additional resources. The definition of "emotional disturbances" in P.L. 94-142, The Education for All Handicapped Children Act, is given and briefly discussed. Incidence figures (2-3%) are given. Typical patterns of disordered behavior include "externalizers," "internalizers," conduct disorders, personality disorders, immaturity, socialized delinquency, pervasive developmental disorders, and learning disorders. Educational implications both in the mainstream and special classes are briefly considered. Additional resources are organized into resources for parents (three), general resources (seven references), additional resources (six organizations), and relevant publications of the Council for Exceptional Children. (DB)

ED 295 399 EC 202 838

Smith, Barbara J.
Does Early Intervention Help? ERIC Digest #455. Revised.
ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Mar 88
NOTE- 3p.

DESCRIPTORS- Arabic; *Business Administration Education; *Business Communication; Cultural Context; *Curriculum Development; English (Second Language); English for Special Purposes; French; Fund Raising; German; Grantsmanship; Higher Education; Hispanic American Culture; Individualized Instruction; Instructional Materials; Internship Programs; Journalism; *Languages for Special Purposes; Liberal Arts; Mandarin Chinese; Medicine; Persuasive Discourse; *Professional Education; Program Design; Relevance (Education); Secondary Education; Second Language Instruction; Second Language Programs; Spanish; Summer Programs; Technical Writing; Translation; Writing Skills

Forty-five conference papers are presented in six sections: getting started in languages for special purposes (concerning teaching, curriculum development, finding, and resources); Spanish for business and the professions; French for business and the professions; other languages (English as a second language, German, Arabic, Mandarin Chinese, and Japanese) for business and the professions; language studies and the international business curriculum; and miscellaneous papers (internships and field experience programs, reading strategies, cross-cultural training, popular culture, computerized instruction, language training for university personnel, and languages and the information professions). (MSE)

ED 295 413 FL 016 587

Schons, Paul A.
The Business Language Teacher: The Problem of Being Taken Seriously.
PUB DATE- Apr 86
NOTE- 20p.; In: Proceedings of the Fifth Annual Eastern Michigan University Conference on Languages for Business and the Professions (see FL 016 586).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Attitudes; Business Administration Education; Business Communication; College Second Language Programs; *Curriculum Development; Departments; Faculty College Relationship; Higher Education; *International Trade; *Language Teachers; *Majors (Students); Negative Attitudes; *Peer Relationship; Professional Development; Second Language Instruction; *Teacher Role
IDENTIFIERS- College of Saint Thomas MN

Role Playing; Second Language Instruction; Simulation; State Universities; Teaching Methods; Writing Skills
IDENTIFIERS- University of California Davis

Techniques and approaches used in a commercial French course offered at a state university are outlined. The course objective is to prepare American students for potential business experience or dealings in a French-speaking country. After background information about the course structure is given, the discussion focuses on the marketing segment, in which students simulate the real-life development of a product from idea to sales. The curriculum covers banking, telecommunications, and commerce, and all assignments take the form of business letters. The marketing assignment consists of the conception, market survey, financing, patenting, production, publicity, and sales for a new or improved product. As preparation, students are provided with a comprehensive vocabulary list, to be used as much as possible. The letters written for the marketing assignment are those written by and to the inventor/marketer, and include correspondence with a dissatisfied client. During the entire course, students will have written about three dozen letters, gaining familiarity with the mechanics, tone, and overall style of the French commercial letter. (MSE)

ED 295 428 FL 016 602

Whelan, Raymond E.
Does the Commercial French Syllabus Reflect the Situation in France? A Re-Evaluation and Suggestions for Course Design.
PUB DATE- Apr 86
NOTE- 15p.; In: Proceedings of the Fifth Annual Eastern Michigan University Conference on Languages for Business and the Professions (see FL 016 586).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Business Administration Education; *Business Communication; College Second Language Programs; Consumer Economics; *Course Content; Course Objectives; *Course Organization; Cultural Awareness; Curriculum Design; *French; Higher Education; *Languages for Special Purposes; Politics; Relevance (Education); Second Language Instruction

IDENTIFIERS- *Japanese People

An examination of the different cultural traits, values, and business strategies of Americans and Japanese through simulation and role-playing is presented. A Japanese player and an American player, when presented with scripts, have a business conversation about a hypothetical business venture, and then discuss the interaction in interviews. The venture concerns potential marketing of an American-developed paint, and each was approaching the discussion with a different objective. In the interviews, each player was asked questions about his counterpart's protocol, nonverbal behavior, and language features. The resulting answers reveal very different perceptions of the interaction and the approaches taken by the participants and underscores the role of cultural traits and values in business communication. (MSE)

ED 295 442 FL 016 616

Doutt, Jeffrey T.

Internationalization of the Business School: The Role of Foreign Languages.

PUB DATE- Apr 86

NOTE- 14p.; In: Proceedings of the Fifth Annual Eastern Michigan University Conference on Languages for Business and the Professions (see FL 016 586).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, 'Papers Presented at..." (150)

DESCRIPTORS- *Business Administration Education; *Business Communication; *Change Strategies; Classroom Techniques; College Students; Cross Cultural Training; *Cultural Awareness; *Curriculum Development; Higher Education; Interdisciplinary Approach; International Education; *Languages for Special Purposes; Material Development; Second Language Instruction

Several key elements for the internationalization of American business administration education programs are outlined, including tools for: helping one monitor the dynamic and interdependent global business environment, honing one's sensitivity to cultural differences, and sharpening one's language and communication skills. Strategies are suggested for strengthening the international dimension of the curriculum. Proposals advanced include adaptation and modification of foreign language instruction

ED 295 457 FL 016 814

Barnes, Nigel I.
What Do Beginners Really Want?
PUB DATE- Jun 87
NOTE- 9p.; Based on a talk presented at the Conference of the International Association of Teachers of English as a Foreign Language (Brighton, England, April 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Techniques; *English (Second Language); *Introductory Courses; Learning Processes; Second Language Instruction; *Tenses (Grammar); *Verbs
IDENTIFIERS- *Modals (Verbs)

Beginning students of English as a second language want to have a natural use of the language to get things done, express thoughts, and get information. Most English learners have to invent an interlanguage to express time, because most language courses focus only on the present tense at first. A cyclical approach to grammar instruction allows the teacher to teach similar constructions in gradually less restricted tenses. Each lesson incorporates review of previous material and expansion to new material. Beginners receive material in three areas simultaneously: structures and vocabulary, presented in question-and-answer sequences when appropriate; classroom language used by the teacher; and everyday words and phrases. Some other principles of the approach include using contrast to emphasize a grammatical point; early introduction of interrogatives; early introduction of phonetics; early use of plurals; and the overriding principle of usefulness of material. (MSE)

ED 295 458 FL 017 091

Stansfield, Charles W.; Hiple, David
Design, Development, and Dissemination of Informational Materials and Instructional Sessions on "Proficiency" Concepts for the Less

student's role changed from that of passive recipient of learning to an active determiner of personal language development, involved in most classroom decision-making. The learning materials used in class were generally what students produced and brought to class, including journal entries, discussion topics, special projects, skits, reading materials, and videotapes. Students were evaluated on a point system based solely on the quantity, rather than quality, of their interaction with the target language, allowing them to interact freely in the four language skills. Of 231 students in the group studied, only three did not receive passing grades, a substantial reduction in percentage. Students produced large volumes of written material in English and read large quantities of English text, and reported or recorded special efforts to practice oral communicative skills. (MSE)

ED 295 473 FL 017 414

Parkin, Michael; And Others
French Immersion Research Relevant to Decisions in Ontario. Review and Evaluation Bulletins, Number 1.
Ontario Dept. of Education, Toronto.
REPORT NO.- ISBN-0-7729-2758-8
PUB DATE- 87
NOTE- 193p.
AVAILABLE FROM- MGS Publications Services, 5th Floor, 880 Bay Street, Toronto, Ontario, Canada M7A IN8 ($6.50).
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Academic Achievement; Annotated Bibliographies; Classroom Techniques; Cultural Awareness; Elementary Secondary Education; Foreign Countries; *French; *Immersion Programs; *Language Attitudes; *Language Proficiency; Learning Motivation; Predictor Variables; Program Administration; Research Utilization; Second Language Instruction; Second Language Programs; Statewide Planning; Transfer Policy
IDENTIFIERS- Canada; *Ontario

Canadian research relevant to French immersion program development in Ontario is reviewed and summarized. The review includes studies on six program or instructional aspects: (1) attitudes and motivation of immersion students and parents; (2) achievement of immersion students in English language arts and other subjects; (3) French proficiency and factors in immersion instruction; (4)

LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adults; Age Differences; Audience Analysis; Comparative Analysis; Discourse Analysis; English (Second Language); *Interpersonal Communication; *Language Styles; *Language Usage; *Speech Acts; *Young Children
IDENTIFIERS- *Adult Child Relationship

A study examined the adjustments made in an individual's speech according to the age and native language of the person being addressed, and compared the results to previous findings on characteristics of "foreigner talk" and "mother talk". An adult native English-speaker addressed four people in turn--an adult native English-speaker, an adult non-native English-speaker, a 3-year-old native speaker, and the child's mother--by giving them instructions on how to build a particular structure of colored toy blocks. The dialogues were recorded and analyzed for rate of speech, non-fluencies, reference, redundancy and paraphrases, and number of interaction elements. Additional aspects examined were the impact of rehearsal on the addressor, the implications of addressing each of the addresses, simplification strategies used with the child, spatial orientation, and other observations such as use of names, interjections, and confirming responses. It is concluded that variation in speech according to the addressee's linguistic competence and/or age probably does occur and that the results support the existence of reduced registers such as foreigner or mother talk, although fewer features of foreigner talk than mother talk were observed here. (MSE)

ED 295 489 FL 017 438

England, Lizabeth
U.S. Educated English Teachers Overseas: Ready or Not?
PUB DATE- Mar 88
NOTE- 13p.; Paper presented at the Annual Meeting of the Teachers of English to Speakers of Other Languages (22nd, Chicago, IL, March 8-13, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Class Activities; Classroom Communication; *English

ED 295 504 HE 020 439

Student Achievement of College-Level Communication and Computation Skills in Florida: 1985-86.

Florida State Dept. of Education, Tallahassee.

PUB DATE- 86
NOTE- 47p.; Paper collected as part of the American Association for Higher Education Assessment Forum.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Standards; *College Freshmen; Communication Skills; Educational Testing; Higher Education; Language Skills; Mathematics Skills; *Minimum Competency Testing; Minority Groups; Private Colleges; Public Colleges; *State Standards; Statewide Planning; *Student Placement
IDENTIFIERS- *AAHE Assessment Forum; College Level Academic Skills Test; College Outcomes Assessment; *Florida

Assessment of the College-Level Academic Skills Test Project (CLAST) at Florida colleges and universities is discussed. Included is an overview of the role of placement testing for entering freshmen and the questions that should be answered regarding the effectiveness of current entry testing and course placement practices. Information is included on: the level of sophomore college-level skills in communication and computation in 1985-1986; the CLAST scale score performance of private postsecondary institutions; the level of communication and computation skills of examinees enrolled at each public institution; the percentage of examinees in 1985-1986 meeting 1984 CLAST standards by ethnic/racial group; and percentages of examinees at specific institutions that passed CLAST in 1985-1986. For the CLAST reading, writing, computation, and essay subtests, CLAST standards are indicated for 1984, 1986, and 1989. Data are included on the percentage of 1985-1986 examinees meeting the 1986 and 1989 CLAST standards for all examinees and for racial/ethnic groups; and the percentage of 1985-1986 public college examinees meeting CLAST subtest standards based on 1986 and 1989 standards. Twelve recommendations for improving student and institutional performance are offered. (SW)

Applied Knowledge and Competent Individuals. The Jossey-Bass Higher Education Series.
REPORT NO.- ISBN-1-55542-029-X
PUB DATE- 87
NOTE- 216p.
AVAILABLE FROM- Jossey-Bass Publishers, 350 Sansome Street, San Francisco, CA 94104 ($19.95).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- College Faculty; *College Role; Educational Responsibility; *Higher Education; *Information Technology; Institutional Mission; Interdisciplinary Approach; Labor Force Development; Leadership; *Relevance (Education); Research Utilization; School Community Relationship; *Social Responsibility; Teacher Role; Technological Advancement

Ways that the university must shift its priorities to serve society in the information age are discussed. The book shows that the prevalent emphasis on the quest for new ideas and knowledge is too narrow, that existing knowledge must be interpreted and applied in the real world, and that universities must focus on preparing individuals to apply knowledge both on the job and as private citizens. The book is divided in three parts. Topics covered in part 1, Rethinking Scholarship and Service for a Knowledge Society, include: broadening the scholarly responsibilities of the university; making research and professional knowledge accessible; and mobilizing internally for outreach. Part 2, Meeting the Educational Needs of a Knowledge Society, discusses the following: educating for competence in work and life; developing competence through career and professional programs; adapting programs to new students and attendance patterns; strengthening the university's place in a diverse educational environment; and maximizing the educational potential of technology. Part 3, Preparing the Faculty to Meet New Challenges, covers: expanding faculty roles and obligations; and evaluating and rewarding new professional activities. Suggestions for providing leadership for the new university are given in an epilogue. Contains 170 references. (LB)

ED 295 518 HE 021 416

Schon, Donald A.
Educating the Reflective Practitioner. Toward a New Design for

Copies of the 13 lectures and 8 practical exercises are provided. The three appendices include the program of the workshop, the list of participants, and a list of resource persons. Tables and graphs are included. (SM)

ED 295 531   HE 021 456

Korb, Roslyn A.; And Others
Undergraduate Financing of Postsecondary Education: A Report of the 1987 National Postsecondary Student Aid Study.
Center for Education Statistics (OERI/ED), Washington, DC.
PUB DATE- May 88
NOTE- 206p.
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Access to Education; *Educational Finance; Enrollment; *Federal Aid; Financial Aid Applicants; Financial Support; Grants; Higher Education; *Need Analysis (Student Financial Aid); Student Costs; *Student Financial Aid; Student Loan Programs; Undergraduate Students

The education expenses of undergraduates who were enrolled in a postsecondary institution in the fall of 1986 are examined, along with the methods by which they financed these expenses. Financial aid is studied in detail, by both source and type of aid. This first report of the 1987 National Postsecondary Student Aid Study (NPSAS), which is intended to give information to policymakers at all levels, provided data with potential for clarifying many policy and research issues related to postsecondary education and student financial aid. Statistics and details are provided on postsecondary enrollment, undergraduate education expenses, sources and types of financial aid to undergraduates, federal financial aid to undergraduates, the composition of student aid awards, and sources of financial support to undergraduates. The data indicate that on an average, students enrolled full time for the entire 1986-1987 school year reported that it cost them about $6,000 (ranging from $2,100 to $12,000) to attend a postsecondary institution, and that 46% received some kind of financial aid. Findings indicate that financial aid is crucial for many undergraduates, and the relationship between the receipt of federal need-based aid and family income level is quite inverse. A glossary is provided. The three appendices offer additional tables, technical notes, and a list of advisors to NPSAS. Numerous tables and graphs are included.

Why Are They Here? Why Might They Stay?
PUB DATE- Mar 88
NOTE- 29p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *College Choice; *Computer Science Education; Employment; *Engineering Education; *Foreign Students; *Graduate Students; Higher Education; Questionnaires; Rating Scales; *Student Attitudes; Student Motivation; Study Abroad; Surveys
IDENTIFIERS- *Asian Students

Twenty Asian graduate students in the Electrical and Computer Engineering (ECE) program at the University of California, Santa Barbara (UCSB) were interviewed for this study. The study was divided into two parts. The first part asked the importance of various factors that were deemed to have influenced students' choices to study abroad, to study in the United States, and to study at UCSB. The second part of the study asked students to rate the importance of factors that might encourage them to seek employment in the United States or return home after completing their studies. Students were asked to rate the importance of various items using a questionnaire of 27 items; each item measured the importance of an aspect of the students' decisions. Although a wide variety of factors were found to motivate students, some items consistently generated high mean scores and low deviations. Important factors included: (1) quality of ECE programs in the United States; (2) the added educational dimension of study abroad; and (3) better information provided at U.S. universities. Most students planned to work in this country, though not necessarily permanently. Possible implications for the United States and for the countries sending these students are discussed. Contains 12 references. (Author/KM)

ED 295 546 HE 021 484

Call, M. Douglas; And Others
Tri-State Reciprocity Steering Committee Report to the Tri-State Reciprocity Committee.
Tri-State Reciprocity Committee, Hagerstown, MD.
PUB DATE- 8 Apr 88
NOTE- 43p.; Portions contain light type. Best copy available.
LANGUAGE- English

and staff); the academic program; educational support services and non-academic programs; marshalling the other resources of the college (institutional dynamics, financial resources and development, physical resources, and reciprocal relationship with the community); a look at the future; and findings and request (the general institutional requirements, the evaluative criteria, and request for affiliation status). Seven appendices include: publications by current members of the faculty; AAUP faculty salary data 1984-1985; college council report on minority enrollment; membership in Associated Colleges of the Midwest; pre-professional combined programs; long range planning committee report to the faculty; and budget planning preparation participant groups 1985-1986. Exhibit material available to the team during the visit is listed. (SM)

ED 295 559 HE 021 511

Zikopoulos, Marianthi, Ed.
U.S. Students Abroad: Statistics on Study Abroad, 1985/86. IIE Research Report Number 16.
Institute of International Education, New York, N.Y.
SPONS. AGENCY- United States Information Agency, Washington, D. C.
REPORT NO.- ISBN-87206-170-1
PUB DATE- 88
NOTE- 44p.
AVAILABLE FROM- Institute of International Education, 809 United Nations Plaza, New York, NY 10017.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Research/Technical (143)
DESCRIPTORS- Educational Assessment; Foreign Students; Higher Education; *International Educational Exchange; *International Programs; International Relations; Statistical Surveys; Student Characteristics; *Student Mobility; *Study Abroad
IDENTIFIERS- Overseas Activities

Statistics are provided on U.S. students overseas, with data coming from the Study Abroad Survey, a survey of 2,896 accredited U.S. institutions of higher education with 1,898 responding for a 65% response rate. Details are provided on the characteristics and destinations of the 48,483 students abroad. Reasons for the increase in study abroad include a desire among American youth in the 1970s and 1980s to understand a world and network of emerging patterns of media ownership and the implications of those patterns for the expression of divergent views. Six figures and 31 references are included. The second paper, "Measuring Media Concentration" (Mark S. Nadel) (abstract only), suggests that media concentration should be regarded as a problem only when there are too few suppliers of some particular media product to some particular media market. It recommends that general measures of industry concentration, such as the Herfindahl-Hirschman Index, be adjusted before they are used to measure such things as concentration among news suppliers, given the ease with which news can diffuse through a market. (Author/EW)

ED 295 573 IR 013 166

Telecommunications Policy Research Conference. Standards and Standardization Section. Papers.
Telecommunications Policy Research Conference, Inc., Washington, DC.
PUB DATE- Sep 87
NOTE- 136p.; Papers presented at the Telecommunications Policy Research Conference (15th, Airlie, VA, September 27-30, 1987). For the conference program and additional papers, see IR 013 160-182.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Broadcast Industry; *Competition; *Design Requirements; Industry; Mathematical Models; Production Techniques; *Research and Development; Specifications; Standards; *Technological Advancement; Utilities
IDENTIFIERS- *Gateway Systems; *Standardization

These three papers consider various models and mechanisms for the achievement of industrial standardization. The first, "Duopoly Compatibility Standards with Partial Cooperation and Standards Leadership" (Sanford V. Berg, University of Florida) presents a model of duopolists producing differentiated substitutes, and considers the equilibrium outcomes for two products under Cournot rivalry, multiproduct monopoly, second-best standards-specification, and welfare maximization. The text is supplemented with two tables. The second paper, "The Economics of Gateway Technologies and Network Evolution: Lessons from Electricity Supply History" (Paul A. David and Julie Ann Bunn, Stanford University), examines the historical development of the technology of electric light and power systems, with particular

Telecommunications Policy Research Conference. Competition in the Local Loop Section. Papers.

Telecommunications Policy Research Conference, Inc., Washington, DC.

PUB DATE- Sep 87

NOTE- 96p.; Papers presented at the Telecommunications Policy Research Conference (15th, Airlie, VA, September 27-30, 1987). For the conference program and additional papers, see IR 013 160-182.

LANGUAGE- English

EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Cost Effectiveness; Mathematical Models; *Networks; Public Policy; Research and Development; *Research Needs; Technological Advancement; *Telecommunications; *Telephone Communications Industry; *Videotex

IDENTIFIERS- *Fiber Optics; *Pricing

Four papers consider competition, new technology and economics of local telephone companies in a deregulated environment: (1) "An Engineering and Policy Analysis of Fiber Introduction into the Residential Subscriber Loop" (Marvin Sirbu, Frank Ferrante, and David Reed); (2) "Competition in the Local Loop: Pricing Carrier Access" (Steve G. Parsons); (3) Default Capacity Tariffs: Smoothing the Transitional Regulatory Asymmetrics in the Telecommunications Marketplace" (Dennis Weisman) (abstract only); and (4) "The Economics of Bypass in a Simple Model of the Telephone Network" (Glenn A. Woroch). The first paper is supplemented by 14 figures and 46 references, and the fourth paper includes a stylized model and six references. (EW)

ED 295 589 IR 013 182

Telecommunications Policy Research Conference. International Trade Issues Section. Papers.

Telecommunications Policy Research Conference, Inc., Washington, DC.

PUB DATE- Sep 87

NOTE- 75p.; Papers presented at the Telecommunications Policy Research Conference (15th, Airlie, VA, September 27-30, 1987). For the conference program and additional papers, see IR 013 160-181.

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Information Analysis/State-of-the-Art Materials (070)

A framework for assessing the implementation and impact of office automation (OA) technology within shore-based facilities of the U.S. Navy is provided. Following a list of the assumptions guiding the evaluation plan, a model for data collection is presented which is based on the perspective of a work group, i.e., a small number of individuals who interact regularly. Several topics relating to measurement strategy are discussed: (1) previous efforts to assess the impact of OA; (2) sources of data; (3) question construction and format for OA assessment; (4) the magnitude of impact of OA; (5) value judgments about change; and (6) measuring productivity. Data to be gathered about implementation, activity within work groups, uses of technology, immediate impact of work group outputs, changes in the role and adaptability of work groups, and remote impact are specified. The timing of data collection and sampling strategies are considered, and the report concludes with a discussion of the differences in emphasis in evaluation of networking and stand-alone workstations. The appendix provides examples of questions that can be used in OA assessment. (12 references). (MES)

ED 295 603 IR 013 255

Payer, Elizabeth T.
Institutional Projects Funded by OERI.
Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Feb 88
NOTE- 67p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Clearinghouses; *Educational Research; *Federal Programs
IDENTIFIERS- ERIC; National Research and Development Centers; *Office of Educational Research and Improvement; Regional Educational Laboratories

This directory is a revised listing of projects funded by the Office of Educational Research and Improvement (OERI) in the U.S. Department of Education. It includes the addresses, telephone numbers, mission statements, major activities, key staff, and OERI liaison of the 9 regional educational laboratories, the 19 national research and development centers, the 16 Educational Resources Information Center (ERIC) clearinghouses, the ERIC Processing and Reference Facility, the ERIC Document Reproduction Service, the

*Multimedia Instruction; Questionnaires; Student Attitudes; Teacher Attitudes; *Teacher Role

The goals of this study were to understand the expectations of both designers and teachers for the design and use of packages that integrate computer and television technologies, and to investigate the implementation of these packages in the classroom. Interviews were conducted with eight designers of "The Voyage of the Mimi" (MIMI), a package which explores scientific and mathematics concepts using a series of episodes about whale research, and 10 designers of "Solutions Unlimited" (SOLUTIONS), a package that focuses on problem solving and computer applications. A total of 32 teachers, 21 Massachusetts teachers using MIMI and 11 Wisconsin teachers using SOLUTIONS, were interviewed both before and after utilizing the package. Results were examined in the following areas: (1) designers' assumptions and principles, including the development process, logistical considerations, integration of technology, teacher role, and reflections on the project; (2) profiles of teachers and classrooms; (3) strategies of use, including support and training, logistics, teacher role, and time allotment; and (4) effects on teaching and learning, including appeal to teachers and students, learning opportunities, appeal of individual components, evaluation of student learning, and future use. Package materials, interview questionnaires, analyses of teacher responses, and data on how the packages were acquired are appended. (7 references) (MES)

ED 295 618 IR 013 324

Perkins, David; Martin, Fay
Fragile Knowledge and Neglected Strategies in Novice Programmers. IR85-22.
Educational Technology Center, Cambridge, MA.
SPONS. AGENCY- National Inst. of Education (DHEW), Washington, D.C.
PUB DATE- Oct 85
NOTE- 35p.; For a related report, see IR 013 327.
CONTRACT- 400-83-0041
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Interviews; *Knowledge Level; *Problem Solving; *Programing; *Questioning Techniques; Secondary Education; *Teaching Methods
IDENTIFIERS- Fragile Knowledge

or low cognitive level (defined concept); Level 2, or medium cognitive level (rules); and Level 3, or high cognitive level (problem-solving). It was found that on the low cognitive level tasks, subjects in the immediate feedback group did not score significantly higher on the delayed posttest than subjects in the next-session feedback group. In addition, on the high cognitive level tasks, subjects in the next-session feedback group did not score significantly higher on the delayed posttest than subjects in the immediate feedback group, after equating the two groups on knowledge from the prior tasks. Thus, it was concluded that there is an apparent ceiling effect on the delayed posttest, as evidenced by the high mean scores. The text is supplemented by six figures and four tables. (27 references) (EW)

ED 295 632 IR 013 342

Chanond, Kanitha

The Effects of Feedback, Correctness of Response, and Response Confidence on Learner's Retention in Computer-Assisted Instruction.

PUB DATE- Jan 88

NOTE- 14p.; In: Proceedings of Selected Research Papers presented at the Annual Meeting of the Association for Educational Communications and Technology (New Orleans, LA, January 14-19, 1988). For the complete proceedings, see IR 013 331.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- College Students; Comparative Analysis; *Computer Assisted Instruction; *Confidence Testing; *Feedback; Higher Education; Intermode Differences; Pretests Posttests; *Programed Instruction; Psychological Studies; *Retention (Psychology); *Student Reaction

This study examined the effects of feedback, the correctness of response, and response confidence within the context of computer-assisted instruction (CAI). The subjects were 120 students enrolled in the four computer literacy classes at the University of Texas. The instructional material on the human eye involved 30 program frames with three alternative multiple choice questions relating to the content of the lesson; the type of instructional task was recall of verbal information. One group was provided with feedback response in addition to choosing a confidence level for their answers; the other group was given only a choice of

ED 295 646 IR 013 356

Hines, Stephen J.; Seidman, Steven A.
The Effects of Selected CAI Design Strategies on Achievement, and an Exploration of Other Related Factors.
PUB DATE- Jan 88
NOTE- 16p.; In: Proceedings of Selected Research Papers presented at the Annual Meeting of the Association for Educational Communications and Technology (New Orleans, LA, January 14-19, 1988). For the complete proceedings, see IR 013 331.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; *Cognitive Style; College Students; *Computer Assisted Instruction; Correlation; *Feedback; Higher Education; Individual Differences; *Instructional Design; Intermode Differences; Learning Strategies; Locus of Control; *Self Concept; Self Esteem; *Sex Differences
IDENTIFIERS- *Learner Control

This study examined the effects of feedback (immediate, delayed, or no feedback) and the type of control (external or internal) on computer-assisted instruction (CAI), and also considered the influence on achievement of such factors as computer anxiety, self-concept, learning style, and gender. Subjects were 336 undergraduates, the majority of whom had never taken a computer course, and the CAI material taught objectives for a college-level course in research. The data showed no significant difference in achievement for either the control or feedback variables. However, female students were found to be more computerphobic than males and less likely to have taken a computer course, but neither difference correlated with achievement scores; in fact, the female students achieved significantly higher scores. It was also determined that students who had taken a computer course had more positive self-concepts than students who had not. In addition, female students were found to have a more concrete learning style, and they were less reflective in their style of learning. Further, internal-control students who chose to select branches to work through had higher achievement scores than students who did not branch as frequently. The text is supplemented by 3 tables and 45 references. (EW)

ED 295 660 IR 013 371

Robinson, Rhonda S.; Ong, Lina D.
Naturalistic Inquiry in Educational Technology.

PUB DATE- Jan 88
NOTE- 19p.; In: Proceedings of Selected Research Papers presented at the Annual Meeting of the Association for Educational Communications and Technology (New Orleans, LA, January 14-19, 1988). For the complete proceedings, see IR 013 331.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Research; *Educational Technology; Higher Education; Methods Courses; *Naturalistic Observation; Qualitative Research; *Research Methodology; Surveys
IDENTIFIERS- *Paradigm Shifts

This preliminary report of a project in progress--the creation of an alternate research guide for educational technology--begins by noting the influence of early ties to behavioral psychology and systems theory on research in the field and recent recommendations by researchers and scholars that the field be broadened to include such non-experimental approaches as ethnographic, descriptive, historical, and analytical methods. The five steps that will be followed to complete the study are then outlined, and work completed on the first two steps of this methodology is reported, i.e., a review of the last decade of instructional technology research, and a survey of materials, texts, compiled readings, etc., used by major educational technology academic programs in their research courses. The research review focuses on topic areas, methodologies, and research questions. The responses from the 19 universities (out of 30 selected for participation) and one corporate center that responded to the survey questionnaire are summarized, including current research topics being investigated in both experimental and non-experimental studies. The next steps in the project are briefly discussed, including a review of the research from 1976 to 1986 that will provide a more detailed look at the current state of research in instructional technology; a review of the research topics and methodologies, purposes, results, and recommendations for the last several years; and a discussion of the proposed paradigm shift, the alternate methods it would necessitate, and the various data gathering techniques available to researchers. Three tables provide data on the findings of the literature review, and a copy of the survey questionnaire is appended. (7 references) (EW)

ED 295 675 IR 013 387

McLaughlin, Pamela
Computer-Based Education. The Best of ERIC, 1986.
ERIC Clearinghouse on Information Resources, Syracuse, N.Y.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- ISBN-0-937597-13-9
PUB DATE- 87
NOTE- 94p.; For the 1983-1985 edition, see ED 284 542.
CONTRACT- 400-85-0001
AVAILABLE FROM- Information Resources Publications, 030 Huntington Hall, Syracuse University, Syracuse, NY 13244-2340 (IR-72, $10.00 plus $1.50 shipping and handling).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Reference Materials - Bibliographies (131) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Adult Basic Education; Annotated Bibliographies; *Computer Assisted Instruction; Computer Assisted Testing; *Computer Literacy; *Computer Managed Instruction; Computers; Computer Simulation; *Computer Software; Correctional Education; Disabilities; Distance Education; Elementary Secondary Education; Futures (of Society); Inservice Teacher Education; Interactive Video; Media Research; *Microcomputers; Technological Advancement
IDENTIFIERS- Courseware Evaluation

The sixth report and first annual update in a series of selected ERIC bibliographies on computer-based education begun in 1973, this report provides 213 citations and abstracts from the 346 relevant documents entered in the ERIC system in 1986. The emphasis in selection was on documents that focus broadly on the topic of computer-based education (CBI) and provide information to aid in the decision-making process. Because of the size of the database, documents pertaining specifically to CBI in universities and colleges have not been included. Materials appearing in this bibliography are presented under four broad headings: (1) Computer-Assisted Instruction, which includes overview documents, conference proceedings, and papers on developing computer-based instruction, including videodisc interactive courseware; (2) Special Applications, including computer literacy, copyright and computer software, computer equity, software evaluation, computer

NOTE- 34p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Role; Community Colleges; Demography; Economic Development; *Futures (of Society); Postsecondary Education; *School Business Relationship; *Statewide Planning; Vocational Education
IDENTIFIERS- *Alabama; *Strategic Planning

This report delineates the strategic plan of the Alabama College System, representing the culmination of a cooperative endeavour between the Alabama College System and the business community to identify the current needs of business and industry, design programs, and reduce the time between the emergence of technological innovations and their application in the business and education sectors. The first of the report's three main sections analyzes Alabama's growth and future in terms of demographic trends and indicators of economic development, education, quality of life, and state finance. The second section discusses the achievement of the mission of the college system through the following factors: open door admission policies, general education at the freshman and sophomore levels, two-year technical and vocational education, industrial development training, an upper-division academic program, developmental education, student services, committed personnel, affordable and accessible education, and community services. The third section outlines the six major goals of the college system: assuring instructional quality; revitalizing Alabama's economy; strengthening management and accountability; implementing educational partnerships; developing competent, caring personnel; and securing financial support for the implementation of the strategic plan. (MDB)

ED 295 689 JC 870 514

Selected Collective Bargaining Agreements of Michigan Two-Year Colleges.
National Education Association, Washington, D.C.
PUB DATE- 87
NOTE- 1,348p.; Portions contain small print.
LANGUAGE- English
EDRS Price - MF11/PC54 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)

ED 295 702 JC 880 270

Deutsch, Lucille
Word Processing: A Motivational Force in Developmental English. A Comparison of Two Developmental English Classes.
PUB DATE- Mar 88
NOTE- 47p.; Paper presented at the Annual Conference of the National Association for Developmental Education (12th, Orlando, FL, March 10-12, 1988). Attached material contains small print.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Achievement Gains; Community Colleges; Comparative Analysis; *Computer Assisted Instruction; *Remedial Instruction; Student Attitudes; Two Year Colleges; *Word Processing; Writing Apprehension; *Writing Improvement; *Writing Instruction; *Writing Laboratories; Writing Skills
IDENTIFIERS- *Rio Grande College OH

More than half of the entering freshmen at Rio Grande College in Ohio are required to take developmental English. In addition to having grammar, reading, and writing difficulties to overcome, most of these students have negative attitudes toward writing. In an effort to improve students' writing skills and attitudes, word processing instruction was integrated into a developmental English course. To assess the effects of word processing, two class sections, using the same syllabus and taught by the same professor, were compared in terms of attitude change, class and lab attendance, comments, quality of final papers, grades, and English usage. The experimental class spent 2 of the 3 hours of required lab time on the word processor and just 1 hour doing supplemental reading work, while the control class spent the entire lab time doing the supplemental reading. Study findings included the following: (1) the experimental class had a more positive attitude toward the course, expressing interest and enthusiasm for the word processor from the beginning; however, pre- and post-test scores on the attitude survey showed no significant differences between the two classes; (2) of the control group (N=15), six students officially withdrew and another 3 stopped coming to class, while 11 of the 12 students completed the experimental course; (3) class absences were higher among the experimental class than the control class; (4) the experimental class had a slightly higher mean score

working conditions of faculty and supporting staff; (6) academic advising and counseling; (7) articulation with secondary schools, transfer institutions, and industry; and (8) facilities, including lecture rooms, office space, student instructional laboratories, instructional support facilities, and the library. (EJV)

ED 295 716 JC 880 299

Rilki, Ernest; Lucas, John A.
Follow-Up Study of Former Students of the Data Processing Program. Volume XVI, No. 3.
William Rainey Harper Coll., Palatine, Ill. Office of Planning and Research.
PUB DATE- 12 Oct 87
NOTE- 41p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *College Graduates; Community Colleges; *Data Processing; *Employment Patterns; Graduate Surveys; *Outcomes of Education; *Participant Satisfaction; Program Evaluation; Questionnaires; Salaries; Student Evaluation of Teacher Performance; Two Year Colleges; Two Year College Students; Vocational Followup

In spring 1987, a follow-up survey was conducted of former William Rainey Harper College (WRHC) students who had taken five or more data processing courses at the college between 1980 and 1986. The survey focused on the students' employment status and educational intent while attending WRHC, their present employment situation, and their evaluation of the Data Processing Program. After two mailings of the survey instrument and a prompting telephone call, 57% of the 392 target students responded. Study findings included the following: (1) 86% of the respondents were employed full time while enrolled at WRHC, and 38% were employed in a data processing or related field; (2) although 69% expected to obtain a new job in the field as a result of completing the program, only 28% actually obtained a new job in data processing, while 32% remained with the same company; (3) at the time of the survey, 64% were working in a field related to data processing, earning an average annual salary of $26,000; (4) in general, full-time faculty were rated better than part-time faculty; (5) the five highest rated data processing courses dealt with spreadsheets for microcomputers, advanced

ED 295 729 PS 017 376

Federal Employee Family-Building Act of 1987. Hearing on H.R. 2852 before the Subcommittee on Civil Service of the Committee on Post Office and Civil Service. House of Representatives, One Hundredth Congress, First Session.

Congress of the U. S., Washington, D. C. House Committee on Post Office and Civil Service.

PUB DATE- 23 Jul 87

NOTE- 81p.; Serial No. 100-22.

AVAILABLE FROM- Superintendent of Documents, Congressional Sales Office, U.S. Government Printing Office, Washington, DC 20402 (Stock No. 552-070-026-80-1, $2.50).

LANGUAGE- English

EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090)

DESCRIPTORS- Adjustment (to Environment); *Adoption; Costs; *Family (Sociological Unit); Family Problems; *Federal Government; *Federal Legislation; *Fringe Benefits; *Government Employees; Hearings; Medical Services

IDENTIFIERS- Fertility; *Fertilization; Proposed Legislation

A hearing was held to consider H.R. 2852, the Federal Employee Family-Building Act, a proposal that would require health insurance plans for federal employees to cover the costs of adoption and fertility treatments. Testimony concerned: (1) difficulties childless and infertile federal employees encountered in efforts to adopt and conceive children; (2) basic statistics on infertility and basic information on the medical treatment of infertility; (3) in vitro fertilization and other treatments; (4) the nature of treatment; (5) costs of adoption; (6) costs of infertility; and (7) stages in the emotional process of adjusting to infertility. Additional materials submitted for the record include an article on professional and commercial aspects of in vitro fertilization, and fact sheets on adoption, infertility, and the Federal Employee Family-Building Act. (RH)

ED 295 730 PS 017 377

Government Operations.
PUB DATE- 15 Dec 87
NOTE- 92p.; Portions contain light/small type.
AVAILABLE FROM- Superintendent of Documents, Congressional Sales Office, U.S. Government Printing Office, Washington, DC 20402 (Stock No. 552-070-04014-5, $2.75).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Child Development Centers; *Day Care; *Delivery Systems; Early Childhood Education; Family Day Care; Hearings; *Military Personnel; *Program Development; *Program Implementation
IDENTIFIERS- Civil Service; Congress 100th; *Department of Defense; *Federal Employees; General Services Administration

A hearing was held to examine the Department of Defense's on-site child care policies for uniformed and civilian personnel. Testimony concerned: (1) origins of the need for on-site or near-site child care among military personnel and characteristics of care provided; (2) aspects of service provision to civilian personnel working for the military services; (3) impact of parental leave legislation on child care services provided by the military; (4) expansion of child care services; (5) differences in constraints on service provision to military and civilian personnel; (6) the General Services Administration's (GSA) plans and projects for child care for Federal employees; and (7) background information about the GSA's involvement in providing day care services. Appended material submitted for the record includes: (1) correspondence; (2) questions and answers concerning the joint Department of Defense committee on child care in the Pentagon; (3) facts about Army child development center programs, Army Family Child Care, and supplemental programs and services; (4) implementation of individual education plans in child development services; and (5) overviews of the U.S. Marine Corps' Child Care Program, the Navy's Child Development Services, and, very briefly, the Air Force's Child Development Program. (RH)

ED 295 743 PS 017 399

Glezer, Helen
Maternity Leave in Australia: Employee and Employer Experiences. Report of a Survey. Australian Institute of Family Studies Monograph No. 7.
Institute of Family Studies, Melbourne (Australia).

Descriptions; Wages; Work Environment
IDENTIFIERS- *Kentucky (Louisville)

In accordance with the goal of gathering and disseminating information on early childhood, Community Coordinated Child Care conducted a survey of day care centers, day care homes, and preschool programs in Louisville and Jefferson County, Kentucky. The purpose of the survey was to obtain facts pertaining to characteristics of programs, directors, staffs, working conditions, wages, benefits, and factors related to professional development and strengths. The sample included 139 facilities representing 139 directors, approximately 1,350 workers, and 7,900 children. Findings substantiated the plight of early childhood professionals in the area and further documented the national crisis in child care. Even though workers were found to be well educated, they received low wages and very few benefits. Dissatisfaction over these issues led to high turnover rates. Concluding discussion recommends that: (1) governmental child care subsidy programs and payments for such services be greatly increased; (2) specific governmental policies with appropriate funding should be developed for the area of high quality early childhood education; and (3) employers should increase their involvement in child care for their employees. (RH)

ED 295 757 PS 017 427

Rachal, Janella; Garbo, Diane
A Three-Year Longitudinal Study of the Sustained Effects of Early Childhood Education on the Kindergarten and First Grade Performance of Former Program Participants.
Louisiana State Dept. of Education, Baton Rouge. Office of Research and Development.
PUB DATE- Apr 88
NOTE- 24p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Early Childhood Education; Educational Improvement; *Elementary School Students; Followup Studies; Grade 1; Grade 2; *High Risk Students; Kindergarten; *Kindergarten Children; Longitudinal Studies; *Outcomes of Education; Primary Education;

EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; American Indians; Educational Research; Grade 8; Hispanic Americans; Junior High Schools; *Leadership; *Principals; *Rural Schools; *Small Schools; Socioeconomic Status
IDENTIFIERS- Comprehensive Tests of Basic Skills; New Mexico

Effective leadership appears to be an element of a successful school, but few studies have covered either leadership in small and rural schools or effective schools with the ethnic mix of Anglo, Hispanic, and Native American students. This study's population consisted of the 24 New Mexico rural public elementary schools having an enrollment of 500 or fewer students and a principal who had been at the school for more than one year. Hispanics and Native Americans comprised, on average, 37.1% and 2.3%, respectively, of student enrollments. The principals and eighth grade teachers of each school rated the principals on participation, role clarification, supervision, and charismatic leadership. A multiple stepwise regression analysis tested the effect of principal leadership qualities, student socioeconomic status, and student ethnicity on eighth grade student scores on the Comprehensive Test of Basic Skills (CTBS). Student socioeconomic status was related to CTBS scores, but ethnicity was not. The teachers' perception of the principal's role clarification was negatively related to CTBS scores, and their perception of his charismatic leadership was positively related. No other teacher ratings or principal self-ratings were significant variables. The paper includes five statistical tables and 18 references. (SV)

ED 295 771 RC 016 621

Skees, Jerry R.; Reed, Michael R.
The Restructuring of Southern Agriculture: Data Needs for Economic and Policy Research.
PUB DATE- Feb 88
NOTE- 21p.; Paper presented at the Southern Agricultural Economics Association Meeting (New Orleans, LA, February 1-3, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Agricultural Trends; *Data Collection; *Economic Research; Experiment Stations; *Farmers; Information Needs; Rural

IDENTIFIERS- *Aging Out Process; Consent; *New York

When students with handicapping conditions reach the age of 21 or attain a high school diploma, it is necessary for them to make a transition from educational services to adult services in the form of employment, sheltered workshops, residential programs, etc. This volume assists local school districts in complying with their regulatory responsibilities to provide aging-out students with referrals to appropriate adult service agencies, as required under Section 200.4(h), (i) and (j) of the Regulations of the Commissioner of Education of New York. It outlines school district responsibilities for out-of-state students, in-state residential students, and in-state nonresidential students. For each type of student, an action checklist gives guidelines for identification of eligible students, notification, request for consent, referral, and annual reports. It also provides information on the state agencies to which students are referred for adult services, noting the addresses, telephone numbers, the types of services available, and the populations served. Appendices contain sample notification and consent letters, a referral form, guidelines for compilation of student records, and annual reporting forms. (JDD)

ED 295 386 EC 202 824

Guidebook for Committees on Special Education in New York State.

New York State Education Dept. Albany. Office for the Education of Children with Handicapping Conditions.

REPORT NO.- NYSED-87-7188
PUB DATE- Dec 87
NOTE- 71p.
AVAILABLE FROM- New York State Education Department, Office for Education of Children with Handicapping Conditions, Division of Program Development, Room 1071, Education Building, Albany, NY 12234 (Attn: A Guidebook for Committees on Special Education).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Committees; Coordination; *Disabilities; Due Process; *Educational Administration; *Educational Legislation; Educational Methods; Educational Policy; *Educational Responsibility; Elementary Secondary Education; Federal Legislation; *Special Education; State Programs
IDENTIFIERS- *New York

CONTRACT- R188062207
AVAILABLE FROM- ERIC Clearinghouse on Handicapped and Gifted Children, 1920 Association Dr., Reston, VA, 22091 (free, please enclose a self-addressed stamped envelope).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Cost Effectiveness; *Disabilities; Early Childhood Education; *Instructional Effectiveness; *Intervention; *Preschool Education; Program Development; *Program Effectiveness
IDENTIFIERS- *Early Intervention; ERIC Digests

Research on the effectiveness of early intervention with handicapped children is reviewed in this information digest. Presented in question and answer format, the digest addresses the following questions: What is early intervention? Why intervene early? Is early intervention really effective? Is early intervention cost effective? Are there critical features to include in early intervention? It is concluded that both quantitative and qualitative data indicate that early intervention increases the developmental/educational gains for the child resulting in (1) his needing few special education and other habilitative services later in life; (2) being retained in grade less often; and (3) in some cases being indistinguishable from nonhandicapped classmates years after intervention. Long term cost effectiveness is also supported by the data. Characteristics of successful early intervention programs include intervening when the child is as young as possible, involving parents in the child's treatment, and structuring the program to precisely identify child and family objectives and teaching behaviors. (DB)

ED 295 400 EC 202 839

Egel, Andrew L.; Shafer, Michael S.
The Use of Explicitly Trained Peers To Facilitate the Social Behavior of Autistic Children. Final Report.
Maryland Univ., College Park.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC. Div. of Innovation and Development.
PUB DATE- Oct 83
NOTE- 67p.
GRANT- G008201138

The efforts of the foreign languages department at the College of St. Thomas to introduce a new major in international business illustrate the psychological barriers to innovation. Neither the college's business department nor the local multinational corporations took international business very seriously, and the new endeavor was received with condescension. Increasing global competition gradually made the concept of an international business major more attractive within the college and within the state, making possible the addition of a master's program in international business. While the program has been successful, its language segment is still not viewed as an integral or necessary part of the program by some employers and faculty. Even traditional language faculty do not always accept business language instruction as important, and this remains the most difficult barrier to overcome. Business language faculty must show professionalism, commitment, and productivity in both teaching and research, and support their colleagues in both traditional literature instruction and in business language in order to establish the legitimacy of the field. (MSE)

ED 295 414 FL 016 588

Holley, John F.

Setting Realistic Objectives for the Commercial Foreign Language Course.

PUB DATE- Apr 86

NOTE- 8p.; In: Proceedings of the Fifth Annual Eastern Michigan University Conference on Languages for Business and the Professions (see FL 016 586).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Business Administration; *Business Communication; *College Second Language Programs; *Curriculum Development; Educational Objectives; Higher Education; *Languages for Special Purposes; Needs Assessment; Program Development; Second Language Instruction; Standards

Failures and successes in teaching commercial foreign languages will speak for themselves. However, the profession must not foster exaggerated expectations of mastery in such a broad field, but must

The ideal foreign language business course would be a cooperative effort between the business school and the foreign language department, prepare students for any of the five proficiency levels in the French Chambre de Commerce et d'Industrie de Paris test, be designed for the American working in France, and have a balanced international trade perspective. Certain inherent weaknesses can limit its success, including flawed or obsolete texts, blind adherence to the text design, and traditional foreign language teachers' lack of preparedness for business language instruction. Syllabus redesign can occur in three ways: greatly reduced emphasis on certain areas, such as geography, insurance, postal and telephone services, taxes, and the subway, political parties, news media, and culture not clearly related to business practices; more extensive coverage in other areas, including advertising, marketing, banking (systems, practices, and vocabulary), bureaucracy and its role, public and business community mentalities, the European Community, customs duties, the economic orientations of the union of the Right and the Socialists, the relationship of capitalism and legislation, and written and oral practice; and additions to the syllabus, including consumer behavior, labor-management relations, and the French labor movement. Appropriate ancillary materials are plentiful but must be sought out. (MSE)

ED 295 429　　　　　　　　　　FL 016 603

Vande Berg, Camille Kennedy
The Role of Translation in Commercial French Courses.
PUB DATE- Apr 86
NOTE- 13p.; In: Proceedings of the Fifth Annual Eastern Michigan University Conference on Languages for Business and the Professions (see FL 016 586).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Business Administration; *Business Communication; *Business Correspondence; Classroom Techniques; Comparative Analysis; Course Content; Cultural Context; *French; Higher Education; Language of Instruction; Language Proficiency; *Languages for Special Purposes; Learning Activities; Second Language Instruction; Skill Development; *Translation; Vocabulary Development; Writing Skills

and materials, a multi-disciplinary approach to the heightening of cross-cultural awareness, a comparative management approach to integrating international dimensions into business school courses, and augmentation of pedagogical methods through a thematic focus and various experiential opportunities. (Author/MSE)

ED 295 443 FL 016 617

Sampsell, Martha; Thompson, Earl G., Jr.

The International Business Major: A Basis for Cooperation between Foreign Languages and Business in a Liberal Arts College.

PUB DATE- Apr 86

NOTE- 11p.; In: Proceedings of the Fifth Annual Eastern Michigan University Conference on Languages for Business and the Professions (see FL 016 586).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Business Administration Education; Business Communication; College Second Language Programs; Cooperation; Degree Requirements; *Departments; Higher Education; *International Studies; *International Trade; *Languages for Special Purposes; Liberal Arts; *Majors (Students); Private Colleges; Program Design; Second Language Instruction

IDENTIFIERS- Elmhurst College IL

The description of an international business major in a small liberal arts college outlines the program's development and the degree requirements as they have changed since its inception in 1977. In this process, foreign languages have become an integral part of the program design, reinforcing its value in the minds of faculty advisers as well as students. An advanced composition and conversation course focusing entirely on business has resulted. This course places considerable emphasis on vocabulary building, the function and composition of business documents, and the potential role of the foreign language skills after graduation. The program's major advantages include its flexibility, use of college-wide resources, the cooperative spirit developed between the departments, joint student advising, the high caliber of students participating, increased number of foreign language courses as well as courses in international and comparative economics, shared faculty and student interests in extracurricular activities, and increased job opportunities for the program's

Commonly Taught Languages. Final Report.
Center for Applied Linguistics, Washington, D.C.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 13 Nov 87
NOTE- 35p.; For volume of working papers, see ED 289 345.
GRANT- G008540634
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *African Languages; *Arabic; *Hindi; *Indonesian; Interviews; *Language Proficiency; Language Tests; Oral Language; Second Language Instruction; Testing Problems; Uncommonly Taught Languages
IDENTIFIERS- *ACTFL ETS Language Proficiency Guidelines; Oral Proficiency Testing

The report describes a federally funded study of the application of language proficiency concepts, developed for commonly taught languages, to less commonly taught languages. It summarizes the project's background and origins and the activities of the project, including four separate studies on the feasibility of proficiency-based instruction and testing in Arabic, Hindi, Indonesian, and African languages as a group. In each study, a workshop or demonstration of proficiency testing was held for language teachers and linguists and recommendations for further study and action were made. The report also describes the final project activity: publication and dissemination of a volume of working papers that includes the four language-specific study reports, the 1986 American Council on the Teaching of Foreign Languages' Proficiency Guidelines, and five papers on aspects of proficiency-based instruction and assessment. A mailing list for the project volume is appended. (MSE)

ED 295 459 FL 017 280

Foley, Kathryn Shred; And Others
Research in Core French: An Annotated Bibliography.
Canadian Association of Second Language Teachers, Calgary (Alberta).
PUB DATE- Nov 87
NOTE- 165p.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Academic Achievement; Annotated Bibliographies; Class

cultural knowledge and foreign language use in immersion students; (5) prediction of success and procedures for transfer in and out of immersion programs; and (6) pedagogical and administrative issues. The review is organized in question-and-answer format, and an executive summary is similarly designed. Annotated bibliographies of recent, comprehensive, and readily available literature on each aspect are appended. (MSE)

ED 295 474 FL 017 415

Street, Brian V.
Literacy Practices and Literacy Myths.
PUB DATE- Oct 86
NOTE- 17p.; Paper presented at the Annual Meeting of the Boston University Conference on Language Development (Boston, MA, October 17-19, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Anthropology; English; *Language Proficiency; Language Research; Linguistic Theory; *Literacy; Models; *Oral Language; Pragmatics; Research Methodology; Semantics; *Speech Skills; *Written Language

Different conceptions of literacy and its relationship with oral communication are examined, and a new approach that separates literacy and orality rather than representing them on a continuum is criticized. The methodological and theoretical assumptions underlying the work of proponents of the new approach are questioned, including: (1) a narrow definition of social context, related to the division of pragmatics and semantics in linguistics; (2) the reification of literacy in itself at the expense of recognition of its location in structures of power and ideology, also related to general linguistic assumptions about the neutrality of the object of study; and (3) the restriction of meaning within traditional linguistics to syntax. An alternative approach avoiding some of the problems generated by tnese assumptions is proposed. The approach distinguishes between autonomous and ideological models of literacy and locates them in the broader context of linguistic and anthropological theory and methodology. (Author/MSE)

(Second Language); Foreign Countries; *Foreign Students; Graduate Students; Higher Education; *Language Teachers; *Masters Programs; Program Design; Role Perception; Second Language Instruction; Student Needs; *Teacher Education; Teacher Education Curriculum; *Teacher Qualifications

When foreign graduate students come to the United States for master's-level training as teachers of English as a second language, they return to their homes countries well-prepared with up-to-date teaching theory and practice. However, the teacher education programs in the United States are prepared for the students only to the extent that they are aware of the student's backgrounds and needs and to the extent that they adopt a perspective that English is widely used and taught around the world, in non-native contexts. The students have much to teach U.S. teacher educators about those contexts. A carefully constructed needs assessment survey to determine student needs, personalities, and cultural and linguistic characteristics could gather useful information to incorporate into lectures, activities, and discussion topics. (MSE)

ED 295 490 FL 017 439

Leaver, Betty Lou
Government Jobs and Careers in Foreign Languages.
PUB DATE- 88
NOTE- 12p.; Summary of a workshop held at the Youngstown University Foreign Language Teachers' Conference (Youngstown, OH, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Collected Works - Proceedings (021)
DESCRIPTORS- Career Ladders; *Careers; *Employment Opportunities; *Federal Government; *Government Employees; Internship Programs; *Job Application; Job Search Methods; Job Skills; Occupational Information; Public Agencies; *Second Languages

A discussion of foreign language-related jobs available in federal government agencies describes the extent and types of opportunities and suggests methods to use in preparing and applying for them. There are many diverse opportunities for foreign language students in the federal government, but many are hard to locate from the outside, rarely advertised, and may seem hidden to students. Most are civil service jobs, and some paid and unpaid internships also exist. The Civil Service and Excepted Service systems and their

ED 295 505 HE 020 549

Nettles, Michael T.

The Emergence of College Outcome Assessments: Prospects for Enhancing State Colleges and Universities. Working Draft Paper 87-1.

SPONS. AGENCY- New Jersey State Coll. Governing Boards Association, Inc., Trenton.

PUB DATE- 2 Mar 87

NOTE- 40p.; Paper collected as part of the American Association for Higher Education Assessment Forum.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Accrediting Agencies; College Programs; *College Students; Evaluation Criteria; Evaluation Methods; General Education; Government School Relationship; Higher Education; Institutional Evaluation; *Outcomes of Education; *Program Evaluation; Public Policy; *School Effectiveness; Self Evaluation (Groups); Standards; State Boards of Education; *State Colleges; *Student Evaluation

IDENTIFIERS- *AAHE Assessment Forum; College Outcomes Assessment

Recent college assessment initiatives of the federal government, regional accrediting associations, state systems of higher education, and higher education institutions are examined. The goals and strategies of existing college assessment programs are also considered. The following issues related to developing and implementing college assessment policies and practices are discussed: student placement and remediation, student progression and graduation, general education program evaluation, student major field achievement, and instruments used in evaluations. Guidelines for governance organizations and institutions that are establishing assessment policies are offered, including: assessment policies should be multidimensional; college assessment policies should exceed the goal of minimum competency; and assessment policies should include provisions for analyses of the effects of assessment. Appendices include: the Middle State Association Criteria on Program and Student Outcomes, and the Southern Association for Colleges and Schools Standard for Institutional Effectiveness; descriptions of the assessment statutes and policies of seven states; and information on the college assessment programs of three colleges. (SW)

Teaching and Learning in the Professions. The Jossey-Bass Higher Education Series.
REPORT NO.- ISBN-1-55542-025-7
PUB DATE- 87
NOTE- 369p.
AVAILABLE FROM- Jossey-Bass Publishers, 350 Sansome Street, San Francisco, CA 94104 ($24.95).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Architecture; College Instruction; *Competence; Counseling; *Critical Thinking; Education Work Relationship; Higher Education; *Individual Development; Instructional Improvement; *Learning Theories; Practicums; *Professional Education; Professional Occupations; *Skill Development; *Teacher Effectiveness; Teaching Methods; Theory Practice Relationship

It is argued that professional education should be centered on enhancing the professional person's ability for "reflection-in-action," which is learning by doing and developing the ability for continued learned throughout the professional's career. Examples are drawn from an architectural design studio and the arts to demonstrate how reflection-in-action can be fostered in students and therefore in professionals in all areas. The approach involves active coaching by a master teacher, including giving students practice facing real problems, testing solutions, making mistakes, seeking help, and refining approaches. Extensive dialogues between teachers and students illustrate how reflection-in-action works, what encourages it, and behavior or attitudes that can prevent the development of reflectiveness. Contains 60 references. (LB)

ED 295 519 HE 021 440

Nadler, Leonard; Nadler, Zeace
The Comprehensive Guide to Successful Conferences and Meetings. Detailed Instructions and Step-by-Step Checklists. The Jossey-Bass Higher Education Series.
REPORT NO.- ISBN-1-55542-051-6
PUB DATE- 87
NOTE- 464p.
AVAILABLE FROM- Jossey-Bass Publishers, 350 Sansome Street, San Francisco, CA 94104 ($35.00).

(SM)

ED 295 532 HE 021 457

Statistical Abstract of Higher Education in North Carolina, 1987-88. Research Report 1-88.

North Carolina Univ., Chapel Hill.

PUB DATE- Apr 88

NOTE- 254p.; Some tables contain small print.

AVAILABLE FROM- General Administration, University of North Carolina, Chapel Hill, NC 27515.

LANGUAGE- English

EDRS Price - MF01/PC11 Plus Postage.

PUB TYPE- Numerical/Quantitative Data (110)

DESCRIPTORS- Academic Libraries; Access to Education; College Admission; College Faculty; College Housing; Degrees (Academic); Educational Finance; Enrollment Influences; *Enrollment Trends; *Higher Education; Relocation; *State Surveys; State Universities; Student Financial Aid; Transfer Policy

IDENTIFIERS- *North Carolina

The 21st annual statistical abstract focuses on the breadth of higher education activities in North Carolina in their quantitative aspect. It ranges from brief enrollment counts to complex analyses of the flow of student transfers among institutions. Both past and current (1987-88) information is provided. Data were compiled from forms mailed to the individual institutions by the Planning Division of the General Administration of the University of North Carolina. Eighty-three tables and 14 figures provide information on current enrollment, enrollment trends, undergraduate transfers, degrees conferred, faculty, library resources, costs to students, admissions, student financial aid, student housing, and general. The four appendices provide: sources of data; definitions of terms; crosswalk of "Abstract" discipline categories and Classification of Instructional Program (CIP) categories; and an explanation of the 1984 change in the definition of curriculum enrollment categories used by the Department of Community Colleges. (SM)

ED 295 533 HE 021 458

EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Access to Education; Community Colleges; Contracts; Equal Education; *Exchange Programs; Geographic Distribution; Higher Education; Institutional Cooperation; *Intercollegiate Cooperation; *Interstate Programs; Out of State Students; Postsecondary Education; Poverty Areas; State Colleges; *State Legislation; *Tuition
IDENTIFIERS- Maryland; Pennsylvania; *Tuition Reciprocity; Tuition Waivers; West Virginia

Because of the existence within the states of Pennsylvania, Maryland and West Virginia of pockets of populations near the state borders that are underserved in regard to access to higher education, an information Tri-State Reciprocity Committee (TSRC) was convened to investigate the possibility of developing a tri-state tuition reciprocity agreement. The TSRC created a steering committee to research the reciprocity issue, including existing models and potential for political support. This report of the steering committee contains the following: an account of steering committee processes and findings; summary of research on interstate tuition reciprocity; recommendations based on the potential for political support; a review of relevant literature; and nine concluding recommendations (the first is to formalize the TSRC, the rest concern recommended TSRC activities). Attached to the report are executive summaries on the following topics: "Interinstitutional Cooperation: A Planning Strategy for Achieving Academic Program Development"; "Tuition and Fee Recommendations"; "Interstate Reciprocity: Minnesota-Wisconsin Model"; "Alabama and Georgia Tuition Waiver Agreement"; "Regional Student Exchange Programs for Public Institutions of Higher Education"; and "The New England Regional Student Program". An annotated bibliography of the documents used in the literature review is provided, followed by demographic data on the three states. (KM)

ED 295 547 HE 021 485

Financing Policies for High Cost University of Minnesota Health Professions Programs.
Minnesota Higher Education Coordinating Board, St. Paul.
PUB DATE- 8 Feb 88
NOTE- 111p.
AVAILABLE FROM- Minnesota Higher Education Coordinating Board, Suite

international relationships offering exciting opportunities and perils, the increasing strength of the American dollar against foreign currencies, and a softening of U.S. cultural attitudes toward foreign lands. Obstacles to such study include doubts about the academic rigor of such programs, suspicion about non-academic motives of program promoters, and regret at loss of time spent on the home campus. The predominant direction of student mobility in the world today is from Third World countries to the host countries of the West. Important outflows from the western countries are also occurring, but data have been scarce about U.S. students overseas. This study provides statistics on world region (with the vast majority of study abroad students in Western Europe); leading countries (with the highest being the United Kingdom, France, Spain, and Italy); field of study (led by liberal arts and foreign languages); duration of study (more than one-third staying for one semester); and gender (two-thirds female). Statistical data are provided on university name, city, and study abroad student count. (SM)

ED 295 560 HE 021 512

Goodwin, Craufurd D.; Nacht, Michael
Abroad and Beyond. Patterns in American Overseas Education.
Institute of International Education, New York, N.Y.
REPORT NO.- ISBN-0-521-35742-X
PUB DATE- 88
NOTE- 142p.
AVAILABLE FROM- Cambridge University Press, 510 North Avenue, New Rochelle, NY 10801 ($22.95, cloth--ISBN-0-521-35463-3; $7.95, paper--ISBN-0-521-35742-X).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Educational Assessment; Educational Objectives; Foreign Students; Higher Education; *International Educational Exchange; *International Programs; International Relations; Student Characteristics; *Student Mobility; *Study Abroad
IDENTIFIERS- Overseas Activities

An Institute of International Education-commissioned study of the reasons for the rapid growth of U.S. college student study abroad in the 1980s features case studies of effective programs and suggests ideas for planning and evaluation of study abroad by U.S. colleges and universities. Focus is on the integration of attention to the role which the induced invention of a compatibility-creating technical device (the rotary converter) played in the industry's technological and organizational development. The text is extensively footnoted, and 71 references are provided. The third paper, "Coordination through Committees and Markets" (Joseph Farrell, University of California at Berkeley, and Garth Saloner, Massachusetts Institute of Technology), discusses two common mechanisms--standardization committees and "market leadership"--for achieving coordination, with particular reference to the choice of compatibility standards. The text is supplemented with figures, and is extensively footnoted. A list of 25 references is also provided. (Author/EW)

ED 295 574 IR 013 167

Telecommunications Policy Research Conference. International Comparisons II (Pacific Basin) Section. Papers.

Telecommunications Policy Research Conference, Inc., Washington, DC.

PUB DATE- Sep 87

NOTE- 3p.; Abstract of a paper presented at the Telecommunications Policy Research Conference (15th, Airlie, VA, September 27-30, 1987). For the conference program and additional papers, see IR 013 160-182.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Communications Satellites; Efficiency; Financial Support; Foreign Countries; *Satellite Facilities; *Technological Advancement; *Telecommunications

IDENTIFIERS- *Australia; United States

This report by Donald Lamberton reviews the Australian telecommunications system, including its funding and efficiency. Growth requirements and the impact of technological change are discussed, and the relevance of the American experience to Australian conditions is assessed. The paper concludes with some remarks on regional issues such as the sharing of satellite facilities. This document consists of a brief abstract of the paper. (Author/EW)

Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Business Communication; Competition; *Economics; Foreign Countries; *Information Technology; *Investment; *Networks; *Telecommunications
IDENTIFIERS- France; Japan; *New Zealand; Private Sector; United States

Two papers consider the effects and advantages of a nation's development of a modern information technology. The first paper, "Information, Information Technology, Modern Telecommunications and Economic Growth: A Case Study of New Zealand" (Herbert S. Dordick), examines the effects of information technology on the economies of such nations as New Zealand, whose position in the world economy will be threatened unless they are able to make significant investments in information technology that will lead to higher productivity, innovations in both products and process, and new market growth. Eight tables and nine references are provided. The second paper, "From Public Access to Private Connections: Network Policy and National Advantage" (Francois Bar and Michael Borrus) examines the changes being brought about in the United States, France, and Japan by business' increased access to private telecommunications networks. The text is supplemented with 44 footnotes. (Author/EW)

ED 295 590 IR 013 189

Technology and Students at Risk of School Failure. Proceedings of the Conference (St. Charles, Illinois, June 28-30, 1987).
Agency for Instructional Technology, Bloomington, IN.
PUB DATE- Jun 87
NOTE- 132p.; For a survey conducted for the conference, see IR 013 190.
AVAILABLE FROM- Agency for Instructional Technology, Box A, Bloomington, IN 47402-0120 ($8.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Academic Failure; Demography; *Educational Technology; Elementary Secondary Education; Foreign Countries; *High Risk Students; Individual Characteristics; *Instructional Innovation; Microcomputers
IDENTIFIERS- Canada; United States; Video Technology

The nine conference presentations in these proceedings focus on

National Education Longitudinal Study of 1988, and the National Assessment of Educational Progress. (MES)

ED 295 604 IR 013 256

Hess, Robert D.; Miura, Irene T.
Issues in Training Teachers To Use Microcomputers in the Classroom: Examples from the United States. Policy Paper No. 84-C2.
Stanford Univ., Calif. School of Education.
SPONS. AGENCY- Organisation for Economic Cooperation and Development, Paris (France).
PUB DATE- Feb 84
NOTE- 72p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Computer Uses in Education; Courseware; Elementary Secondary Education; Equal Education; Federal Programs; Government Role; *Microcomputers; Professional Associations; State Legislation; *Teacher Education; Teacher Role
IDENTIFIERS- Software Selection

This overview of the role of microcomputers in public education covers the following topics: (1) the growth of microcomputers in schools; (2) the role of professional organizations and federal and state government agencies; (3) patterns of use in the schools, including instruction in computer science, instruction in traditional subject areas, and productivity skills; (4) implementation issues such as location, scheduling, access, integration into the curriculum, multi-use applications, and diversity in student and teacher experience; (5) impact on faculty roles and functions; (6) teacher training; and (7) software design, production, and evaluation. Two examples of approaches to computer use and a summary conclude the report. (30 references). (MES)

ED 295 605 IR 013 257

As part of an ongoing program of research to identify the difficulties encountered by novice programmers and to develop teaching strategies to help them overcome these obstacles, researchers employed a scaffolded interview procedure with 20 high school students enrolled in the second semester of a year-long BASIC course. Investigators presented each student with a sequence of eight programming problems, ranging from easy to difficult. They asked questions to track student thinking and intervened in student difficulties with graduated levels of assistance: first, general prompts to provoke strategic thinking; second, hints, leading questions, and bits of information; and third, exact solutions to the immediate dilemma. Results showed that student difficulties stem from knowledge that is fragile in several ways, i.e., partial knowledge, inert knowledge, lack of a critical filter, misplaced knowledge, and conglomerated knowledge. Findings indicate that novice programming students might benefit from explicit teaching of strategies for controlled exploration as part of their instruction in beginning programming. Explicit teaching of strategic skills is a promising way to help students gain control of the programming process and appreciate the need for precision in understanding and using programming commands. (27 references) (Author/MES)

ED 295 619 IR 013 326

Teacher as Learner: The Impact of Technology. Conference Report (Cambridge, Massachusetts, June 1985). CR86-4.
Educational Technology Center, Cambridge, MA.
SPONS. AGENCY- National Inst. of Education (DHEW), Washington, D.C.
PUB DATE- May 86
NOTE- 27p.; For the report of an earlier conference, see IR 031 322.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Computer Assisted Instruction; Educational Change; Elementary Secondary Education; Learning Processes; *Professional Development; *Teacher Attitudes; *Teacher Education; *Teacher Role

Inspired by the format of and discussion at the 1984 conference, the conference described in this report examined the question of how the computer might stimulate teachers' learning and under what conditions that stimulation might encourage reform. An overview briefly summarizes the presentations. Several conference themes grouped under the headings of Opportunities to Learn and Conditions

confidence level. Both groups were given immediate and delayed posttests. When the means on the immediate posttests were compared, those who received feedback performed significantly better than those who had not. However, the delayed posttest results showed no significant difference between the feedback and no feedback groups. It was also found that when the learner's confidence in the response was taken into account, providing feedback on either a high confidence or a low confidence correct response did not increase the probability that the response would be made correctly on later tests, although feedback on either a high confidence or low confidence incorrect answer helped the learner to correct the error. The text is supplemented by one figure and three tables. (24 references) (EW)

ED 295 633 IR 013 343

Coleman, Scott D.

Instructional Development and Teacher Education: A Naturalistic Study.

PUB DATE- Jan 88
NOTE- 22p.; In: Proceedings of Selected Research Papers presented at the Annual Meeting of the Association for Educational Communications and Technology (New Orleans, LA, January 14-19, 1988). For the complete proceedings, see IR 013 331.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Analysis; Higher Education; *Instructional Design; *Instructional Development; *Methods Teachers; Naturalistic Observation; *Systems Approach; *Teacher Attitudes; Teacher Education; *Teacher Educators

This naturalistic study of teacher educators explored the differences between the attitudes of methods teachers and instructional development (ID) teachers toward ID and teacher education. Three faculty members were interviewed in depth, and brief questionnaires were sent to seven faculty members in each of the two fields; responses were received from three methods teachers and four ID teachers. Finally, two faculty members were presented with the conclusions of the study for critique. Analyses of the data on faculty views of ID indicate that: (1) there is considerable diversity of opinion about the value of systematically developed instruction among teacher educators; (2) the teacher

ED 295 647 IR 013 357

Hooper, Simon; Hannafin, Michael J.
Cooperative Learning at the Computer: Ability Based Strategies for Implementation.
PUB DATE- Jan 88
NOTE- 16p.; In: Proceedings of Selected Research Papers presented at the Annual Meeting of the Association for Educational Communications and Technology (New Orleans, LA, January 14-19, 1988). For the complete proceedings, see IR 013 331.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; Analysis of Variance; Aptitude Treatment Interaction; *Computer Assisted Instruction; Elementary Education; Elementary School Students; *Group Dynamics; *Grouping (Instructional Purposes); Group Instruction; *Intermode Differences; *Low Achievement
IDENTIFIERS- *Cooperative Learning

This study compared the achievement of low and high ability eighth grade students working cooperatively during computer-based instruction. Students were grouped either homogeneously or heterogeneously on ability, and received identical instruction on a fictitious rule-based arithmetic number system. No significant differences in achievement were found between the two grouping methods. However, the achievement of low ability students in the mixed ability treatment improved substantially without an accompanying significant reduction in the achievement of the high ability students. The results indicate that designers and teachers have little to risk in terms of achievement, but potentially much to gain in socialization and interaction, by cooperative heterogeneous grouping during computer-based instruction. The text is supplemented by tables, figures, and 23 references. (EW)

ED 295 648 IR 013 358

Januszewski, Alan
Linking Educational Philosophy with Micro-Level Technology: The

ED 295 661 IR 013 372

Ross, Steven M.; And Others

Text Density and Learner-Control as Design Variables with CBI and Print Media.

PUB DATE- Jan 88

NOTE- 17p.; In: Proceedings of Selected Research Papers presented at the Annual Meeting of the Association for Educational Communications and Technology (New Orleans, LA, January 14-19, 1988). For the complete proceedings, see IR 013 331.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Analysis of Variance; College Students; *Computer Assisted Instruction; Higher Education; *Instructional Effectiveness; *Intermode Differences; Statistics; *Student Attitudes; *Time Factors (Learning)

IDENTIFIERS- *Learner Controlled Instruction; Printed Materials; Screen Format; *Text Density

This study investigated the effects of computer and print text density on learning, and the nature and effects of learner preference for different density levels in both print and computer presentation modes. Subjects were 48 undergraduate teacher education majors, who were assigned at random to six treatment groups in which a statistics lesson was presented in either of two modes (computer or print) crossed with one of three text density-level conditions (high, low, or learner control). Dependent variables were different types of learning achievement, lesson completion time, attitudes, and learning efficiency. Overall, the experimental findings were not supportive of computer based instruction relative to print as a delivery medium for the current statistics lesson. This lesson's dependency on mostly narrative descriptions of rules and operations and allowance of self-pacing remained constant regardless of mode, but print offered the possible advantage of representing the text in a more readable and accessible form. Furthermore, the newness of the computer mode may have caused students to perceive it as more difficult or challenging. In the attitude survey, subjects were generally favorable to computer based instruction (CBI). In learner control selections, high density material was favored for CBI 75% of the time, as opposed to 25% for print. The overall impression is of a less confident and more conservative computer based instruction group, which generally worked as a disadvantage for achievement and use in counseling and guidance, management applications, computer networking, computer testing, and trends in CBI; (3) Subject Applications, which covers basic skills, business education, English as a second language and foreign languages, language arts, LOGO, mathematics, reading, science, social studies, and vocational education; and (4) Special Populations, i.e., adult or distance education students and handicapped learners. An author index is provided, as well as information for ordering ERIC documents. (EW)

ED 295 676　　　　　　　　　IR 013 427

Komoski, P. Kenneth
Educational Technology; The Closing-In or the Opening-Out of Curriculum and Instruction. An ERIC Information Analysis Product 1987, IR-77.
ERIC Clearinghouse on Information Resources, Syracuse, N.Y.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- ISBN-0-937597-18-X
PUB DATE- 87
NOTE- 44p.
CONTRACT- 400-85-0001
AVAILABLE FROM- Information Resources Publications, 030 Huntington Hall, Syracuse University, Syracuse, NY 13244-2340 ($6.00 plus $1.50 shipping and handling).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Computer Assisted Instruction; *Curriculum Development; Databases; *Educational Change; *Educational Technology; Elementary Secondary Education; Family School Relationship; *Information Sources; Instructional Development; *Instructional Innovation; Productivity; Student Motivation
IDENTIFIERS- *Educational Products Information Exchange; *Integrated Learning Systems

Faced with the growing concern over educational effectiveness, efficiency, and productivity, many schools are turning to educational technology, especially the computer-based curriculum products known as integrated instructional systems. However, it is vitally important for educators to examine and gain a clearer understanding of technology's relationship to the learner over the

DESCRIPTORS- *Collective Bargaining; *College Faculty; Community Colleges; *Contracts; Department Heads; *Employment Practices; Faculty Promotion; Faculty Workload; Fringe Benefits; Grievance Procedures; Job Layoff; Leaves of Absence; *Personnel Policy; Released Time; Teacher Dismissal; Teacher Retirement; Teacher Salaries; Tenure; Two Year Colleges; Unions

IDENTIFIERS- *Michigan; National Education Association; *NEA Contracts

Collective bargaining agreements of 19 selected Michigan two-year colleges are presented, representing contracts in effect in 1987. Contracts for the following colleges are included: Alpena Community College, Bay de Noc Community College, Gogebic Community College, Grand Rapids Junior College, Kalamazoo Valley Community College, Kellogg Community College, Kirtland Community College, Macomb Community College, Mid Michigan Community College, Monroe County Community College, Montcalm Community College, Mott Community College, Muskegon Community College, Oakland Community College, Schoolcraft Community College, St. Clair Community College, Washtenaw Community College, Wayne County Community College, and West Shore Community College. With some variation in content and detail, the agreements deal with unit recognition and rights, employer rights and responsibilities, member rights, faculty appointments, hours and working conditions, paid and unpaid leaves of absence, academic freedom, faculty evaluation, grievance procedures, salary schedules, employee benefits, reduction in workforce, and the scope, effect, and term of the agreement. Most agreements contain salary schedules. (EJV)

ED 295 690 JC 870 523

Selected Collective Bargaining Agreements of the Community Colleges of the State University of New York.

National Education Association, Washington, D.C.

PUB DATE- 87

NOTE- 1,440p.

LANGUAGE- English

EDRS Price - MF11/PC58 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090)

DESCRIPTORS- *Collective Bargaining; *College Faculty; Community Colleges; *Contracts; Department Heads; *Employment Practices; Faculty Promotion; Faculty Workload; Fringe Benefits; Grievance Procedures; Job Layoff; Leaves of Absence; *Personnel Policy; Released Time; Teacher Dismissal; Teacher Retirement; Teacher

on their final papers than the control class; and (5) both classes made significant gains in English grammar and usage improvement, with the control group making greater gains. A course outline, the student survey, instruction sheets for using the word processor, writing assignments, and detailed study findings are attached. (MDB)

ED 295 703   JC 880 271

Bell, Jim
Written Work in Psychology. 4th Edition, 1988-1989.
Howard Community Coll., Columbia, Md.
PUB DATE- 88
NOTE- 46p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Community Colleges; *Content Area Writing; Mastery Learning; Plagiarism; Psychology; Research Papers (Students); Student Writing Models; Two Year Colleges; *Writing Evaluation; *Writing Exercises; *Writing Processes; *Writing Skills

Designed for students in a community college introductory psychology course, this booklet provides course assignments and ideas to improve students' writing. The booklet covers the following topics: (1) course writing assignments and the steps in preparing summaries of readings; (2) academic honesty and ways to avoid plagiarism; (3) the use of outlining and summarizing to improve the organization of written assignments, including 10 hints for successful writing; (4) citations and references, including examples of common formats; (5) requirements for written work (e.g., clear labelling, neatness, and correctness); (6) the concept of mastery learning used in the course; (7) assignments that must be redone to receive credit; (8) late assignments; (9) requirements for class attendance and active participation; (10) the grading system; (11) 18 steps for conducting a research paper to earn an "A" grade; and (12) optional written work such as critiques, diaries, book reviews, etc. A sample essay with title page and references is included, along with sources of additional information on writing. (MDB) assembler, decision support for microcomputers, computer logic and programming technology, and advanced COBOL; and (6) one-third of the respondents said they would like to take additional data processing seminars, courses, or workshops at WRHC. Detailed survey results, including responses to open-ended questions, and the survey instrument are appended. (MDB)

ED 295 717 JC 880 300

Evans, George; Lucas, John A.
Follow-Up Study of Former Students of the Criminal Justice Program. Volume XVI, No. 4.
William Rainey Harper Coll., Palatine, Ill. Office of Planning and Research.
PUB DATE- 4 Jan 88
NOTE- 25p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Persistence; Community Colleges; Education Work Relationship; *Employment Patterns; Followup Studies; Grades (Scholastic); *Law Related Education; Majors (Students); *Police Education; Program Evaluation; Questionnaires; School Surveys; *Student Characteristics; Two Year Colleges; *Two Year College Students; Withdrawal (Education)

A follow-up study was conducted at William Rainey Harper College (WRHC) of students who had completed several courses in the Criminal Justice Program to determine why students left the criminal justice field, examine Criminal Justice students' enrollment and course-taking patterns, and to analyze withdrawal and failure rates in the course, Introduction to Criminal Justice (CRJ-101). The study involved the analysis of enrollment and grade data for all 1,481 students enrolled in CRJ-101 between 1981 to 1985, transcript analysis for the 865 students who successfully completed the course, a telephone survey of 223 students (with 162 responding) who had completed five or more criminal justice courses, and a telephone survey of 123 students (with 82 responding) who had left the field while at WRHC. Study findings included the following: (1) 23% of the students enrolled in CRJ-101 between 1981 and 1985 withdrew (compared to an institutional withdrawal rate of 14%), and 18.5% failed the course; (2) among those who successfully completed CRJ-101, 31% went on to complete

Meeting the Need for Child Care: Problems and Progress. Hearing before a Subcommittee of the Committee on Government Operations. House of Representatives, One Hundredth Congress, First Session.

Congress of the U. S., Washington, D. C. House Committee on Government Operations.

PUB DATE- 11 Sep 87
NOTE- 277p.
AVAILABLE FROM- Superintendent of Documents, Congressional Sales Office, U.S. Government Printing Office, Washington, DC 20402 (Stock No. 552-070-036-74-1, $8.50).
LANGUAGE- English
EDRS Price - MF01/PC12 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Blacks; *Day Care; *Educational Quality; Employer Supported Day Care; Employment Patterns; Federal Government; Government Role; Hearings; Information Services; Latchkey Children; Legal Problems; Local Government; *Local Issues; *Needs; *Program Development; Program Implementation; *Program Improvement; Referral; Resources; State Government
IDENTIFIERS- California (San Mateo County)

A hearing was held to identify problems and assess progress in the provision of affordable, high quality child care. Testimony concerned: (1) problems working parents have had in providing care for their young children; (2) day care initiatives and needs in California; (3) ways in which San Mateo County used its housing and community development funds; (4) social programs developed in San Mateo County which addressed major human service problems and provided child care for latchkey children; (5) private and public sector initiatives in providing day care services and recommendations for future efforts; (6) the San Mateo Central Labor Council child care policies; (7) the impact of inadequately funded day care and child development programs on the public schools; (8) the year-long quest for a center site by Apple Computer, Inc.; (9) ways of fostering federal and state cooperation in meeting child care and developmental needs of California's preschoolers; (10) problems and needs of family day care providers; (11) the implementation of a center in a federal workplace; (12) characteristics of California's child care resource and referral network; (13) problems facing day care providers and the implications for program quality; (14) legal issues child care providers face; (15) California's regulatory program for child care services; (16) employment trends and their relation to workers' child care needs; (17) child care issues affecting blacks; and (18) child care initiatives of the David and Lucile Packard Foundation. (RH)

REPORT NO.- ISBN-0-642-13249-6
PUB DATE- 88
NOTE- 179p.; Photographs, shaded graphs, and questionnaires may not reproduce clearly.
AVAILABLE FROM- Australian Institute of Family Studies, 300 Queen Street, Melbourne 3000, Australia.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Comparative Analysis; *Employee Attitudes; *Employer Attitudes; Foreign Countries; *Fringe Benefits; *Government Employees; Mothers; National Surveys; *Program Improvement; Questionnaires
IDENTIFIERS- *Australia; *Maternity Benefits; Private Sector; Public Sector

A study was made to obtain a broad overview of the operation of maternity leave in Australia from the perspectives of employees and employers. The study included: (1) an employee survey exploring the use and non-use of maternity leave and identifying determinants of taking maternity leave and of retaining women in the labor force after childbirth; (2) a private sector employer survey investigating the taking of maternity leave in different industries and businesses of various sizes, and identifying advantages and disadvantages of maternity leave for private sector employers; and (3) a smaller study of use of maternity leave in the public sector. A total of 2012 Australian women who had given birth during the last week of May, 1984 were surveyed 18 months after the birth. Of these women, 921 were employed during their pregnancy. Numerous findings are discussed. Although maternity leave was found to be common in the public sector, it was used by a minority in the private sector and was a rarity in organizations with less than 100 employees. Several issues regarding the adequacy of maternity leave provisions in Australia were identified. These issues warrant consideration from government, unions, and employers. Thirty-seven tables and 12 figures, as well as several black and white photographs are included, and attitude scales and questionnaires are appended. (RH)

ED 295 744 PS 017 402

Primary Education in Belgium. Project No. 8: Innovation in Primary Education.

Program Evaluation; *School Readiness; State Programs
IDENTIFIERS- Louisiana; *Louisiana Early Childhood Development Program

Examined are longitudinal impacts of Louisiana's Early Childhod Development Program for children at risk of being unprepared for school. Teachers' assessments of children enrolled in kindergarten, first grade, and second grade during the 1987-88 school year were obtained with the Early Childhood Development Program Follow-up Study Instrument, a measure that identifies seven areas basic to early childhood development and asks teachers to assess the performance of program graduates relative to that of their present classmates. The discussion of results focuses on grade level progression of program participants, a comparison of the classroom performance of program participants and their classmates, and student rating percentages across the developmental areas of degree of independence, receptive and expressive communication, and cognitive, social, and fine and gross motor development. Specifically, of 1,648 former participants, 93.6 percent were enrolled at the normal grade level. The performance of students was rated by teachers as mainly in line with that of nonparticipating peers across all three grades. Developmentally, the majority of program participants were at least at the level of peers and some students were above class average. (RH)

ED 295 758 PS 017 428

Donaldson, Morag L.
Children's Comprehension and Production of Causal Connectives.
PUB DATE- Jul 87
NOTE- 20p.; Paper presented at the International Congress for the Study of Child Language (4th, Lund, Sweden, July 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adults; Age Differences; *Children; *Cognitive Ability; *Comprehension; Foreign Countries; *Language Acquisition
IDENTIFIERS- *Causal Connectives; England; *Explanations

Reported are two experiments investigating children's comprehension and production of the causal connectives "because" and "so" in empirical and intentional modes of explanation. In the empirical mode, "because" introduces a description of a cause, whereas "so" introduces a description of an effect. In the intentional mode,

Economics
IDENTIFIERS- *Agricultural Economics; *Farm Crisis; United States (South)

The changing structure of Southern farming amid the pressures of the farm crisis produces an information gap that has forced policymakers to rely on trial and error in institutional design. Existing data systems monitoring the farm sector either use the county as the primary observation unit, or they survey different individual farmers each year. A more useful strategy would have state experiment stations use primary data collection in a longitudinal design to survey farmers and the rural economy. Primary data collection is costly in terms of time and labor. However, the farm-level survey is a necessary tool for examining such issues as the debt situation among individual farmers, the role of nonfarm work in farmers' financial well-being, the adjustment of people leaving farming, the effect on small beef producers of the loss of beef as a tax shelter, the relationship between land tenure and conservation practices, and the effects of changing farm structure on market structure. In addition, the high visibility of surveys at the farm level should generate funding from state and private sources. The paper includes 22 references. (SV)

ED 295 772 RC 016 622

Miller, Bruce A.
Teacher Preparation for Rural Schools.
Northwest Regional Educational Lab., Portland, Oreg.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 1 Mar 88
NOTE- 47p.
CONTRACT- 400-86-0006
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Alaska Natives; Elementary Secondary Education; Hawaiians; Multigraded Classes; Program Descriptions; Program Design; *Rural Areas; *Rural Schools; *Small Schools; *Teacher Education Programs
IDENTIFIERS- Alaska; British Columbia; Hawaii; Montana; Oregon; Utah

Small, sometimes multi-cultural, rural schools need specialized

Written for persons who serve as members of Committees on Special Education (CSE) in New York State, this guide reviews Committee responsibilities and various Committee management techniques. An introductory chapter outlines the impact of Federal, state, and local requirements and policies. The guide follows the sequence of Part 200 of the Regulations of the Commissioner of Education, which is the primary source for information on CSE responsibilities, required procedures, and due process. The chapters cover: (1) special education; (2) terminology; (3) Board of Education responsibilities; (4) membership of the CSE; (5) procedures for referral, evaluation, recommendation, implementation, planning conferences, annual reviews, and triennial evaluations; (6) due process; (7) the continuum of services; (8) sections of Part 200 that are further removed from CSE procedures, involving student identification, placement, evaluation, State assistance for special education and related services, coordination of delivery systems, and child abuse prevention; and (9) other considerations such as screening, diploma requirements, aging out, etc. Each chapter concludes with management strategies useful to the CSE in carrying out the responsibilities outlined in that chapter. (JDD)

ED 295 387 EC 202 826

Raver, Sharon A.
Linguistic and Nonlinguistic Procedures for Increasing Spontaneous Language in Preschool Handicapped Children.
PUB DATE- Mar 88
NOTE- 19p.; Paper presented at the Annual Convention of the Council for Exceptional Children (66th, Washington, DC, March 28-April 1, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Expressive Language; Feedback; Interpersonal Communication; *Language Handicaps; *Language Patterns; *Linguistic Performance; Modeling (Psychology); Motivation; *Parent Participation; Preschool Education; *Speech Therapy

Children with language delays often manifest low rates of self-initiated expressive language, particularly in school settings. Children with mild to moderate language delays appear to develop this pattern as a means of coping with situations in which they believe they are unable to perform or may perform poorly.

LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Autism; Interaction Process Analysis; *Interpersonal Competence; Intervention; *Mild Disabilities; *Peer Relationship; *Peer Teaching; Primary Education; Training Methods

The paper reviews the literature on the training of social behavior in autistic children and reports on a project which developed and evaluated a program which explicitly trained mildly handicapped peers to facilitate the social behavior of autistic children. The extensive literature review looks at the etiology of social deficits in autistic children and treatment of social deficits, specifically peer mediated intervention. In the study, three non-autistic but mildly handicapped subjects (ages 5.7 to 8.7 years) with good social skills were given explicit training in sharing with and praising one of three autistic subjects (ages 5.5 to 6.5 years) using modeling, practice with feedback, and training probe techniques. Results indicated that modeling plus direct prompting of interactions between a peer-trainer and an autistic student was an effective strategy; that this training increased both the frequency and duration of interactions; that these increases generalized to a play group with untrained peers present; and that for two of the autistic students, peer-training resulted in increased interactions with untrained peers. Seven pages of references are provided. (DR)

ED 295 401 EC 202 840

Whorton, Debra M.; And Others
Classroom Instructional Programs with Autistic Children: Group Structures and Tutoring Models. Final Report, 6/1/83-5/31/86.
Kansas Univ., Lawrence. Bureau of Child Research.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 86
NOTE- 162p.
GRANT- G008300068
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Attention Control; *Autism; *Developmental Disabilities; Elementary Secondary Education; *Individual Instruction; *Instructional Effectiveness; Peer Teaching; *Small Group

state honestly and realistically, with clear limits, what the commercial language course's goals are. In a college course enrolling somewhat experienced language students with little or no exposure to commercial foreign languages, the curriculum can be designed with objectives roughly analogous to those of a beginning undergraduate literature course: awareness of and respect for the field and familiarity with some of its important features. (MSE)

ED 295 415 FL 016 589

Grosse, Christine Uber
Foreign Languages for Business in the Secondary School Curriculum.
PUB DATE- Apr 86
NOTE- 11p.; In: Proceedings of the Fifth Annual Eastern Michigan University Conference on Languages for Business and the Professions (see FL 016 586).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Business Administration; *Business Communication; *Curriculum Design; *Curriculum Development; Futures (of Society); *Languages for Special Purposes; Policy Formation; Public Policy; Secondary Education; *Secondary School Curriculum; Second Language Instruction; State Supervisors; Statewide Planning; Surveys

A survey of the 20 most populous states concerning their secondary school provision of foreign languages for business is reported. State foreign language supervisors were interviewed for information on state policy or planning for the inclusion of foreign language for business or applied language studies, for information about specific programs or courses, and for predictions about the future of foreign languages for business in the state in the next five years. Survey results show that few states offer this curriculum at the secondary level, and only Virginia and Louisiana had specific examples of pilot programs or existing curricula. In many cases, the state supervisors did not know whether any such courses were offered anywhere in the state. Only Wisconsin and Florida have state curriculum guides for the local school districts. Several officials in states without specific policies were supportive of the idea, but most were pessimistic about advances in state policy favoring foreign languages for business because of other state mandates, the more urgent need to boost support for basic language teaching, lack of time in the school schedule, and lack of trained

While the exclusive use of French in commercial language courses has the advantage of maximizing student exposure to the target language, it also has the disadvantage of eliminating translation from pedagogical activities. However, translation can be a valuable instructional tool both for helping students assimilate the vocabulary and concepts of French correspondence and business practices and for enabling them to appreciate the cultural differences between the French and Anglo-Saxon business worlds. Translating sentences and brief passages with carefully chosen terminology and grammatical structures provides both practical and creative language use and allows both general and specific language practice. Occasional use of English in translation exercises will not undermine progress in French, and may serve to improve student understanding of English business language and emphasize the differences between French and English practices. Practice in translating business correspondence also underscores the importance of accurately conveying the message. Translation exercises need not be daily or central to the curriculum, but can be a valuable addition to it. (MSE)

ED 295 430 FL 016 604

Kreiter, Robert

Personalizing as a Teaching and Marketing Strategy in an Introductory Module: Why and How.

PUB DATE- Apr 86

NOTE- 42p.; In: Proceedings of the Fifth Annual Eastern Michigan University Conference on Languages for Business and the Professions (see FL 016 586).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- *Business Administration Education; Business Communication; Classroom Techniques; College Second Language Programs; Course Content; Course Organization; Drama; Efficiency; *French; *French Literature; Higher Education; *Individualized Instruction; Instructional Materials; Introductory Courses; *Languages for Special Purposes; *Learning Modules; Literature Appreciation; Second Language Instruction; Student Interests; Twentieth Century Literature participants. (MSE)

ED 295 444 FL 016 618

Terrio, Susan
The Mouse That Roared: Strengthening Liberal Arts through Business and Language Alliances.
PUB DATE- Apr 86
NOTE- 16p.; In: Proceedings of the Fifth Annual Eastern Michigan University Conference on Languages for Business and the Professions (see FL 016 586).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Business Administration Education; Change Strategies; *College Second Language Programs; College Students; Cooperation; Course Descriptions; *Curriculum Development; Departments; Faculty College Relationship; Higher Education; Institutional Mission; *Languages for Special Purposes; *Liberal Arts; Long Range Planning; *Program Development; Public Relations; Second Language Instruction
IDENTIFIERS- Elizabethtown College PA

The dramatic rebirth of the foreign language department in a four-year liberal arts college is documented. The process is described as having three stages: assessment of the department's curricular mission in light of the changed student constituency; development of a long-range plan for outreach and public relations activities to prepare the way for complete revision of foreign language course offerings; and the drafting and implementation of a new program. Events and conditions leading up to the departmental crisis and program reorganization, the gathering of administrative support, the planning process, and the lessons learned from it are chronicled, and the integration of liberal arts principles into the program curriculum is described. The success of the effort is seen in the department's deliberate marshalling of support among colleagues in the expanding business and social sciences departments and in the productive alliances that have emerged from it. (MSE)

Size; Core Curriculum; Elementary Secondary Education; *Enrollment Influences; Foreign Countries; *French; Immersion Programs; Language Attitudes; Language Proficiency; Language Skills; Language Teachers; *Language Tests; Outcomes of Education; *Program Administration; *Program Design; Program Effectiveness; Research Reports; Second Language Instruction; Second Language Programs; Student Attitudes; *Student Characteristics; Teacher Characteristics; Teacher Qualifications; Test Results
IDENTIFIERS- *Canada

The annotated bibliography of research on Canadian core French programs, in which French is taught as a regular subject in English-language schools, provides a comprehensive summary of empirical research since 1970. It includes research reports from school boards, reports of government-funded research, unpublished theses, published books, and journal articles. It is organized in six main sections: (1) a description of the bibliography; (2) an overview of research findings in each of eight categories (program characteristics and outcomes, student characteristics, factors affecting enrollment, teacher characteristics, opinion surveys on core French programs, program implementation and administration, and development and validation of tests and materials); (3) a list of studies by category; (4) the annotations themselves, each of which provides information on the study's purpose, program, subjects, instruments, procedures, results and conclusions; (5) descriptions of some French proficiency and attitude tests used in the research projects; and (6) an alphabetical listing, by author, of all of the studies and tests included in the bibliography. Annotations for studies written in the French language are also presented in French. (MSE)

ED 295 460 FL 017 376

Reilly, Tarey
Approaches to Foreign Language Syllabus Design.
ERIC Clearinghouse on Languages and Linguistics, Washington, D.C.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- May 88
NOTE- 4p.
CONTRACT- RI-88062010
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

ED 295 475 FL 017 416

Derwing, Bruce R.; And Others
On the Structure of the Vowel Nucleus: Experimental Evidence.
PUB DATE- Dec 87
NOTE- 14p.; Paper presented at the Annual Meeting of the Linguistic Society of America (San Francisco, CA, December 27-30, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Articulation (Speech); Auditory Perception; Consonants; *English; *Generative Phonology; *Phonetics; Structural Analysis (Linguistics); *Syllables; *Vowels

A study of consonant-vowel linkages focused on the nature of the vowel boundaries with onset and codas. Subjects judged the status of various word pairs as possible exemplars of a particular manipulation they had been taught to listen for in model nonsense words. The models were of three distinct tasks: (1) a nucleus substitution task, to replace the vowel sound with /I/; (2) an onset deletion task, to delete everything before the vowel; and (3) a coda substitution task, to replace everything after the vowel sound with /ps/. Analysis of the results was performed from the perspective of classical signal deletion theory. Overall, the results showed a coherent pattern corresponding well to other evidence of real-time phonological organization. Pre-vocalically, all resonants are effectively separable from following vowels, though glides are less so than others. There was also some evidence that pre-vocalic liquids /l/ and /r/ are more vowel-sticky than nasals. Post-vocalically, glides are absolutely vowel-sticky, with listeners finding it almost impossible to separate such glides from vowels. Post-vocalic /r/ was found to be somewhat less tightly bound to the vowel than glides, and /l/ even less so. Only nasals showed unequivocal consonant-stickiness in all tasks. (MSE)

ED 295 476 FL 017 417

Roberts, Cheryl A.; Shields, Carolyn L.
Meeting the Needs of the Foreign MATESL Student.

benefits are briefly described. Common requirements and restrictions of government service are noted, including travel, moving expenses, security clearances, and language proficiency requirements. The application process is outlined, and approaches to use to improve the chances of being hired are suggested. The addresses and telephone numbers of 40 federal agencies employing foreign language specialists and the types of jobs available are included. (MSE)

ED 295 491 FL 017 440

Davis, James J.
Readability Formulas and Schema Theory: A New Look at Predicting and Measuring the Difficulty of Foreign Language Tests.
PUB DATE- 88
NOTE- 14p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Cultural Education; *Difficulty Level; *Language Tests; *Measurement Techniques; Psycholinguistics; *Readability Formulas; *Reading Comprehension; *Reading Instruction; Test Selection
IDENTIFIERS- *Schema Theory

Research on schema theory and the psycholinguistic perspectives of reading suggest that the measures of readability currently used on second language tests be reconsidered. Because foreign language readers, especially in the early stages of language learning, often do not have the necessary schema or background knowledge, teachers should include schema-inducing methods to prepare students for reading in a foreign language. The standards of what is readable and judgments as to what is understandable should always be relative to a particular instructional setting. Using traditional methods to measure readability is undesirable for foreign language reading because of students' insufficient linguistic and cultural background information. With the current knowledge of the factors interacting during the reading process, artificial and arbitrary means for classifying materials should be avoided. (MSE)

ED 295 506 HE 020 923

Skelton, W. Keith; And Others
1985 Salaries: Society Membership Survey. American Institute of Physics Report.
American Inst. of Physics, New York, NY. Education and Employment Statistics Div.
REPORT NO.- AIP-R-311-02; ISBN-0-88318-551-2
PUB DATE- Oct 87
NOTE- 57p.
AVAILABLE FROM- American Institute of Physics, Education and Employment Statistics Division, 335 East 45th Street, New York, NY 10017.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Research/Technical (143)
DESCRIPTORS- *College Graduates; Comparative Analysis; *Employment Patterns; Females; Geographic Regions; Higher Education; Income; Males; *Physics; Professional Associations; *Salaries; *Scientists

Variation in the salaries of U.S. and Canadian members of the American Institute of Physics are examined, based on a spring 1985 survey. Graphics highlighting some of the patterns are presented, along with detailed tables and brief summary text. The overall response rate was 65%. Tables cover salaries and geographic location for Ph.D.s salaries and employment type for Ph.D.s, salaries and employment type for bachelor's and master's degrees, salaries and primary work activity, and salaries by sex. These data cover type of employer, type of work, position, and years from degree. Analyses center on median and quartile salaries. The tables also present for comparison the salary means, standard deviations, and median ages of each group. Information on salary changes between 1983 and 1985 is included. The most typical comparisons are cross-sectional, by which the 1985 median salary of industrially employed Ph.D.s are compared to the median salary of similarly employed individuals in 1983. In addition, longitudinal data, which looks at the same people at two or more points in time, provides a better picture of these actual increases. Technical notes are included. (SW)

LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reference Materials - Bibliographies (131)
DESCRIPTORS- Check Lists; Computer Software; *Conferences; Guidelines; Higher Education; Information Sources; Marketing; *Meetings; *Planning; Program Budgeting; *Program Development

Practical advice on every facet of planning and running conferences, meetings, or similar events is given in this book, which includes numerous checklists useful for meetings of any length and in any setting. The 21 chapters cover the following: the changing conference and meeting scene; designing the conference; four useful designs (1-day, 3-day, and 5-day conferences, and a facilitating conference); handling related events and activities; site selection; meeting and function rooms; presenters and speakers; use of audiovisuals; food and beverage functions; coordinating exhibitions; planning for companions; effective marketing; public relations; transportation issues; entertainment possibilities; developing a budget; the registration process; preparing a participant program book; evaluation and follow-up; conducting the conference; and resources for conference and meeting planners (including organizations, site directors, organizations for presenters and entertainment, media contacts, periodicals, mailing list companies, and computer software). Contains 70 references. (LB)

ED 295 520 HE 021 441

Barr, Margaret J.; And Others
Student Services and the Law: A Handbook for Practitioners.
REPORT NO.- ISBN-1-55542-079-6
PUB DATE- 88
NOTE- 409p.
AVAILABLE FROM- Jossey-Bass Inc., Publishers, 350 Sansome Street, San Francisco, CA 94104-1310 ($27.95).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Books (010)
DESCRIPTORS- Administrative Policy; Civil Rights; College Administration; College Admission; College Housing; *Court Litigation; Discipline Policy; Equal Education; Extracurricular Activities; Federal Legislation; Governance; Higher Education;

Halstead, Kent

State Tax Capacity and Funding of Public Higher Education.

Office of Educational Research and Improvement (ED), Washington, DC. Office of Research.
PUB DATE- 5 May 88
NOTE- 10p.; Paper presented at the Annual Conference of the National Center for the Study of Collective Bargaining in Higher Education and the Professions (16th, New York, NY, April 19-May 1, 1988). Table 1 contains small print.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Educational Finance; Enrollment; *Financial Support; *Full State Funding; *Higher Education; *Public Education; Resources; State Aid; *Tax Allocation

Quantitative measurements help with understanding the mechanics involved and the role of philosophy in legislative actions. Identification of the key factors and the sequence of decisions is a basic approach to the mechanics of state funding of public higher education. Charts are used to graphically illustrate the relationships and individual state values. Factors involved in state appropriated support are: (1) state tax capacity (the potential taxes per capita measured by the representative tax system developed by the Advisory Commission on Intergovernmental Relations); (2) state tax effort (the percent of tax capacity actually collected); (3) the allocation/enrollment ratio (representing the state budget priority given to public higher education relative to the student enrollment load); and (4) tuition revenues that augment appropriations to equal total support per student. The data for the included charts are presented in table 1. The charts are scatter diagrams for the states and the District of Columbia. The five charts present the following: state appropriations per full-time equivalent student versus tax capacity; the state positions for the relationship of tax effort, tax capacity, and the resulting product of collected revenues; the state positions for the ratio of budget allocation rate to student enrollment load versus tax revenues collected; state positions for the appropriation/tuition relationship; and the final level of total support per student for public institutions relative to initial state tax capacity. (SM)

400, Capitol Square Building, 550 Cedar Street, St. Paul, MN 55101.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Administrative Policy; Allied Health Occupations; *Dentistry; Financial Policy; Higher Education; Loan Repayment; Medical Education; *Medicine; Pharmaceutical Education; *Pharmacy; Professional Education; Program Costs; Scholarships; State Aid; Student Attrition; *Student Financial Aid; Student Loan Programs; *Tuition Grants; Veterinary Medical Education; *Veterinary Medicine
IDENTIFIERS- *Minnesota

Issues and related data are examined concerning financial aid to students in the health professions at the University of Minnesota, with a focus on targeted grant programs for dentistry, pharmacy, veterinary medicine, and medicine. Following a discussion of policy implications in general and an overview of each of the fields involved, eight policy alternatives are explored: continue to modify cost-related tuition within the University; allow tuition to increase to 33% of the cost of instruction; allocate or solicit more private university funds to attract quality students; allocate or solicit more private university funds to help financially needy students; provide additional program funding in the form of a tuition offset or other means; provide scholarship funds to be used by the university to attract qualified students; provide grant funds to help financially needy students; and modify the Graduated Repayment Income Protection Program to reduce the repayment burden on students with exceptionally high loans or low income. Eight tables illustrate tuition, cost, and student attrition data. (KM)

ED 295 548 HE 021 486

Martin, Josef
To Rise above Principle: The Memoirs of an Unreconstructed Dean.
REPORT NO.- ISBN-0-252-01507-X
PUB DATE- 88
NOTE- 180p.; "Josef Martin" is the pseudonym of a longtime dean at a major American university.
AVAILABLE FROM- University of Illinois Press, 54 East Gregory Drive, Champaign, IL 61820 ($19.95).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Opinions/Personal Viewpoints/Position Papers/Essays (120)

international study into scientific, professional, and graduate fields. Reasons for the growth include: young Americans want to understand the world in which they live; foreign study gets less expensive as the dollar grows stronger; America's views of other nations have softened; and foreign travel is now very familiar. Topics include: "the point of it all" (educational and social goals and potential accomplishments, institutional and administrative goals and potential accomplishments, and institutional renewal); "ways to do it" (total immersion, brief stays, and U.S. facilities abroad); "tasks to be done" (for faculty, department, and central administration); "some questions to consider" (appropriate approach, focus, reciprocity, etc.) "innovation" (in the liberal arts, science and technology, and graduate and professional); "where to go for help" (national organizations, models for a modest beginning, the overall scene); and conclusions and recommendations (the object lessons at hand and specific advice to campus officers). The appendix lists institutions visited in California, Illinois, Massachusetts, New York, Texas, and Washington, D.C. An index is provided. (SM)

ED 295 561 HE 021 899

Inventory of College and University Physical Facilities. Higher Education General Information Survey (HEGIS) machine-readable data file .

National Center for Education Statistics (ED), Washington, DC.

REPORT NO.- EF-000035

PUB DATE- 78

NOTE- This file is currently available for: 1971-72, 1974-75, and 1978-79.

AVAILABLE FROM- U.S. Department of Education (ED), Office of Educational Research and Improvement (OERI), Information Services (IS), 555 New Jersey Avenue, NW, Washington, DC 20208. Telephone: (800) 424-1616. (SAS file or SPSS-X file: $150).

LANGUAGE- English

Document Not Available from EDRS.

PUB TYPE- Other/Miscellaneous (Not Classifiable Elsewhere) (999)

DESCRIPTORS- Accessibility (for Disabled); Building Conversion; Capital Outlay (for Fixed Assets); Classrooms; *College Buildings; *College Housing; Construction Costs; *Educational Facilities; Enrollment; Facility Expansion; Facility Improvement; *Facility Inventory; *Higher Education; Interior Space; National Surveys; Physical Disabilities; Physical Mobility; Postsecondary Education;

ED 295 575 IR 013 168

Telecommunications Policy Research Conference. Communication & Future Employment Trends Section. Papers.

Telecommunications Policy Research Conference, Inc., Washington, DC.

PUB DATE- Sep 87
NOTE- 58p.; Papers presented at the Telecommunications Policy Research Conference (15th, Airlie, VA, September 27-30, 1987). For the conference program and additional papers, see IR 013 160-182.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Dislocated Workers; *Economic Change; *Employment; *Employment Patterns; International Trade; *Labor Utilization; *Telecommunications; Unions
IDENTIFIERS- *United States

Three papers consider various aspects of the labor market in the telecommunications field in the United States. The first, "Employment and Worker Dislocation in Telecommunications Equipment" (Julie Gorte, Office of Technology Assessment), notes that the increasing importance of international trade in the American economy has meant both a downward pressure on employment, as lost manufacturing jobs are not being replaced by the high technology sector jobs (including telecommunications), and an upward pressure on skills and education in telecommunications equipment and in manufacturing in general. The text is supplemented by several graphs, and is extensively footnoted. The second paper, "Communications Employment: Who Wins, Who Loses" (Joseph Anderson and Suzanne Harris, ICF Incorporated), assesses market and employment trends in the United States through 1995 in the telecommunications field and in communications-related sectors of other industries. The text is supplemented with three tables. The third paper, "The Telecommunications Industry, Contingent Workers, and the House of Labor" (Richard Belous, The Conference Board), examines the structure of emerging employment in the telecommunications field, and notes that many of the new jobs being created will be filled by "contingent workers," i.e., workers who have only a weak affiliation with a major company in the industry. It is concluded that this strategy will permit many telecommunications firms to reduce labor costs and increase productivity, but will also create new problems, including increased resentment by some workers and managers, and by labor unions. The text is supplemented by various tables and figures, and six footnote citations are provided. (Author/EW)

educational technology and students at risk of school failure and include: (1) "Getting Underway" (Stephen S. Kaagan), which provides an overview of technology in society and the purposes of the conference; (2) "Technology Can Help Children Who Are at Risk of Student Failure" (John D. Bransford and Ted S. Hasselbring), which demonstrates that existing microcomputer and video technology can help at-risk students develop skills, knowledge, and confidence; (3) "The Use of Technology with Students at Risk" (Robert E. Blair and James P. Shea), which describes three programs in Canadian school systems that use technology in innovative ways for students at risk; (4) "The Student at Risk: A Demographic Perspective" (Harold L. Hodgkinson), which discusses trends and demographics that affect instructional technology; (5) "A Closer Look at the Student at Risk" (Richard R. Green), which considers the demographic, school, and personal/social characteristics of at-risk students; (6) "Technology and Students at Risk" (David W. Hornbeck), which examines the usefulness of technology in meeting the needs of at-risk students; (7) "Information Technology and the Schools: A Personal Perspective" (Marc S. Tucker), which discusses effective use of technology; (8) "Conference Synthesis" (Duncan Green), which summarizes conference ideas, principles, and recommendations; and (9) "Next Steps" (Stephen S. Kaagan), which suggests some future directions for the field. A summary of the conference, biographical notes on the speakers, and a directory of participants are included. (MES)

ED 295 591 IR 013 190

A Survey of the Use of Technology with Students at Risk of School Failure.
Agency for Instructional Technology, Bloomington, IN.; Canadian Education Association, Toronto (Ontario).; National School Boards Association, Alexandria, VA.
PUB DATE- 87
NOTE- 97p.; For the proceedings of a conference on this topic, see IR 013 189.
AVAILABLE FROM- Agency for Instructional Technology, Box A, Bloomington, IN 47402-0120 ($2.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)

Harnisch, Delwyn L.; And Others
Microcomputer Applications in Local Assessment Systems.
PUB DATE- Oct 87
NOTE- 37p.; Paper presented at the Illinois Computing Educators Conference (Aurora, IL, October 8-10, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Authoring Aids (Programing); *Computer Assisted Testing; *Computer Software; *Item Banks; Microcomputers; *Scoring; *Statistical Analysis; Test Construction

The capabilities and hardware requirements of four microcomputer software packages produced by the Office of Educational Testing, Research and Service at the University of Illinois at Urbana-Champaign are described. These programs are: (1) the Scan-Tron Forms Analysis Package Version 2.0, an interface between an IBM-compatible and a Scan-Tron Forms Reader, which is capable of interpreting Scan-Tron answer forms; (2) the Test Analysis Package Version 2.0, which can perform statistical manipulations on student response data; (3) the Student-Problem Package Version 1.0, which can analyze item response patterns of student test data; and (4) the Item Bank Package, a comprehensive test preparation package that allows a teacher to create a pool of questions and combine them into tests. Annotated output from each program is included. (MES)

ED 295 606 IR 013 258

Evans, Dina
Microcomputers and Preschoolers.
PUB DATE- 16 Apr 86
NOTE- 8p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Computer Assisted Instruction; *Computer Graphics; *Computer Software; Instructional Effectiveness; *Microcomputers; Preschool Education; Young Children
IDENTIFIERS- Software Selection

Preschool children can benefit by working with microcomputers. Thinking skills are enhanced by software games that focus on logic, memory, problem solving, and pattern recognition. Counting, for Learning are then discussed: (1) computers may provide teachers with opportunities to grow through pioneering and tinkering; (2) computers may prompt some teachers to become fresh learners of their own subjects; (3) the computer may provide teachers with the opportunity to learn about learning; (4) computers may prompt some teachers to revise their teaching style; (5) computers may prompt teachers and others to engage in a critical examination of the regularities of schooling; (6) teachers must be partners in innovation; (7) teachers need time to learn; and (8) teachers need collegial advisors. It is concluded that teaching with new technologies can create powerful opportunities for teachers to become eager students, although this new learning is unlikely to lead to meaningful school change if it lacks a supportive organizational context. A directory of participants is appended. (25 references) (MES)

ED 295 620 IR 013 327

Perkins, David; And Others

Loci of Difficulty in Learning to Program. Technical Report 86-6.

Educational Technology Center, Cambridge, MA.

SPONS. AGENCY- National Inst. of Education (DHEW), Washington, D.C.

PUB DATE- Jun 86

NOTE- 22p.; For a related report, see IR 013 324.

CONTRACT- 400-83-0041

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Difficulty Level; Error Patterns; High Schools; *Knowledge Level; *Problem Solving; *Programing; Sex Differences; Student Attitudes; Teaching Methods

To learn more about the specific nature of the teaching and learning problems involved, researchers conducted a clinical study of 20 high school students enrolled a BASIC course. Investigators presented each student with a sequence of eight programming problems, ranging from easy to difficult. They asked questions to track student thinking and intervened in student difficulties with graduated levels of assistance. A coding system was used to record the type of difficulty students encountered, the amount of help needed, and the correctness of solutions. Experimenters noted whether errors were omissions of a necessary element, inappropriate migrations of an element from one command to another, errors in sequencing the elements, or other mistakes. Data analysis provided educators and ID faculty who participated in this study were aware that there exists, within their own field, a variety of views about the virtues of systematically designed instruction, but were not aware of the variety of views on this same topic within the other field; and (3) some fundamental questions about the abilities of teacher education students and teachers in general seem to be at the root of the differences in belief about the place of systematically designed instruction. Both of the faculty members who critiqued the findings, and whose views about the place of technology in education were very different, characterized the existing situation in the schools as negative and the opposite of what they were proposing. Data from the interviews and questionnaires are appended. (3 references) (EW)

ED 295 634 IR 013 344

Davidson, Gayle V.
Training Children To Use Learning Strategies To Improve Their Ability To Attain Concepts.
PUB DATE- Jan 88
NOTE- 30p.; In: Proceedings of Selected Research Papers presented at the Annual Meeting of the Association for Educational Communications and Technology (New Orleans, LA, January 14-19, 1988). For the complete proceedings, see IR 013 331.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cognitive Ability; Cognitive Tests; *Concept Formation; Correlation; Elementary School Students; Intermediate Grades; Intermode Differences; *Learning Strategies; Psychological Studies; *Retention (Psychology); *Training Methods; *Transfer of Training

This study investigated the potential individual and combinatorial effects of learning strategy training and ability on children's acquisition of new concepts, and considered whether use of the generation of examples strategy would transfer to new concept lessons once the training had been completed. Subjects were 178 sixth grade students who were divided into three groups: (1) explicit training (ET) treatment group, in which subjects were taught to generate their own examples; (2) informed directions (ID) treatment group, in which students were merely directed to make up their own examples of the concepts taught; and (3) no training (NT) treatment group, in which students received no training in or

Search for a Complete Method.
PUB DATE- Jan 88
NOTE- 19p.; In: Proceedings of Selected Research Papers presented at the Annual Meeting of the Association for Educational Communications and Technology (New Orleans, LA, January 14-19, 1988). For the complete proceedings, see IR 013 331.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Appropriate Technology; *Educational Philosophy; *Educational Principles; *Educational Technology; *Hidden Curriculum; Technological Literacy; *Theory Practice Relationship; *Values Clarification

Traditionally, educational technologists have not been concerned with social or philosophical questions, and the field does not have a basic educational philosophy. Instead, it is dominated by a viewpoint characterized as "technical rationality" or "technicism"; the most important assumption of this viewpoint is that science and technology are value-free. Critics argue that this is inaccurate, and that values are indeed being transmitted by educational technology through a hidden curriculum. In response to such criticism, a philosophy of technology can and should be developed. William Frankena's work provides a starting point for developing a more complete philosophy of educational technology. However, an effort must also be made to show the relationships between the differing aspects of philosophy beyond epistemology, metaphysics, and axiology. A complete philosophical framework can be used both to reduce the negative effects of a hidden curriculum, and to permit educational technologists to devise a process or hidden curriculum that is consistent with their social vision and that of their clients. Fifty-six references are provided. (EW)

ED 295 649 IR 013 359

Jonassen, David H.
Developing a Cognitive Map of Research and Theory in Instructional Systems Technology.
PUB DATE- Jan 88
NOTE- 11p.; In: Proceedings of Selected Research Papers presented at the Annual Meeting of the Association for Educational Communications and Technology (New Orleans, LA, January 14-19, 1988). For the complete proceedings, see IR 013 331.

learning efficiency. The text is supplemented by one figure and one table. (39 references) (EW)

ED 295 662 IR 013 373

Smaldino, Sharon E.; Smaldino, Joseph J.

A Comparison of Instructional Intervention Strategies with Newly Amplified Hearing-Impaired Adults.

PUB DATE- Jan 88

NOTE- 13p.; In: Proceedings of Selected Research Papers presented at the Annual Meeting of the Association for Educational Communications and Technology (New Orleans, LA, January 14-19, 1988). For the complete proceedings, see IR 013 331.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Auditory Tests; *Cognitive Measurement; *Cognitive Style; Correlation; *Hearing Aids; *Hearing Impairments; *Hearing Therapy; *Instructional Development; Intermode Differences; Pretests Posttests

This study assesses the effects of an aural rehabilitation program, alone or in combination with information about cognitive learning style, on reducing feelings of hearing handicap by first-time hearing aid users. Subjects, 40 newly amplified hearing-impaired adults (ages 30 to 90), were pretested for conception of their hearing handicaps and individual cognitive learning style. Subjects received one of four treatments during a four-week trial period: control group (no treatment); aural rehabilitation; cognitive style disclosure; and cognitive style disclosure/aural rehabilitation. At the end of the trial period, each subject was again tested for hearing handicap perception. Test results indicated that subjects who received aural rehabilitation experienced a greater reduction in their perception of their handicap; the information provided in the cognitive style disclosures did not seem to have significant effect on the change scores. Correlation of the hearing handicap perception scores with subscale category scores of the cognitive learning style was used to measure four characteristics of cognitive style--magnitude, difference, relationship, and deduction. A positive trend was found, but there does not appear to be enough strength within any of the correlations to imply a significant relationship between any of the identified characteristics of cognitive style and the identified components of longer term if they are to avoid moving towards a solution to the educational productivity problem that is socially undesirable. Educators must not only concern themselves with the systematic integration of materials and technologies into the curriculum, but they must also consider the systemic integration of materials and technologies into a balanced curriculum that will enable teachers to design, select, and arrange for both formal and informal learning experiences adapted to the needs of individual learners. This "opened out" approach is of utmost importance as a means of engaging the learner's interest, effort, and day-to-day involvement in the curriculum, and educational practitioners need access to information that will help them become less dependent on the "closed-in," prepackaged, computer-based systems now available. The EPIE (Educational Products Information Exchange) Institute is currently engaged in the development of a series of interrelatable databases--the Integrated Instructional Information Resource (IIIR)--which is designed to provide such information to both educators and parents. (28 references) (EW)

ED 295 677 IR 013 574

Power On! New Tools for Teaching and Learning.

Congress of the U.S., Washington, D.C. Office of Technology Assessment.

REPORT NO.- OTA-SET-379

PUB DATE- Sep 88

NOTE- 263p.; A summary of the study, which also appears as the first chapter of this report, is also available as a separately bound publication: "Power On! New Tools for Teaching and Learning, Summary." (OTA-SET-380).

AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402-9325 (GPO Stock No. 052-003-01125-5; $11.00; international customers add 25%).

LANGUAGE- English

EDRS Price - MF01/PC11 Plus Postage.

PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - Research/Technical (143)

DESCRIPTORS- Computer Assisted Instruction; Cost Effectiveness; *Courseware; *Educational Technology; Elementary Secondary Education; Futures (of Society); *Government Role; Information Technology; Instructional Effectiveness; *Instructional Improvement; Interactive Video; Optical Disks; *Research and Development; State Programs; Teacher Education; *Teacher Role;

Salaries; Tenure; Two Year Colleges; Unions
IDENTIFIERS- National Education Association; *NEA Contracts; *State University of New York

Collective bargaining agreements between 27 selected community colleges of the State University of New York and their faculty associations are presented, representing contracts in effect in 1987. Contracts for the following colleges are included: Adirondack Community College, Broome Community College, Cayuga County Community College, Clinton Community College, Columbia-Greene Community College, Community College of the Finger Lakes, Dutchess Community College, Fashion Institute of Technology, Fulton-Montgomery Community College, Genesee Community College, Herkimer County Community College, Hudson Valley Community College, Jamestown Community College, Jefferson Community College, Mohawk Valley Community College, Monroe Community College, Nassau Commmunity College, North Country Community College, Onondaga Community College, Orange County Community College, Rockland Community College, Schenectady County Community College, Suffolk County Community College, Sullivan County Community College, Tompkins-Cortland Community College, Ulster County Community College, and Westchester Community College. With some variation in content and detail, the agreements deal with unit recognition and rights, employer rights and responsibilities, member rights, faculty appointments, hours and working conditions, paid and unpaid leaves of absence, academic freedom, faculty evaluation, grievance procedures, salary schedules, employee benefits, reduction in workforce, and the scope, effect, and term of the agreement. (EJV)

ED 295 691 JC 880 078

Phillips, Roy G.
Partners in Education: Black Student Opportunity Program.
Miami-Dade Community Coll. District, FL.
PUB DATE- Oct 87
NOTE- 60p.; Prepared in cooperation with the Dade County Public Schools, the United Teachers of Dade, the Urban League of Greater Miami, and the Mitchell Wolfson Sr. Foundation.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; *Affirmative Action; Articulation (Education); *Black Students; Community Colleges; Financial Support; Mentors; Merit Scholarships; Program Descriptions;

ED 295 704 JC 880 272

Bell, James
A Guide for Psychology Students Who Wish To Learn through Independent Study and Self-Directed Learning.
Howard Community Coll., Columbia, Md.
PUB DATE- 88
NOTE- 17p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Community Colleges; Course Descriptions; Independent Reading; *Independent Study; *Psychology; *Student Projects; Student Research; Study Guides; Two Year Colleges
IDENTIFIERS- Howard Community College MD

This handout is designed for students at Howard Community College who wish to earn upper-level credit in psychology through independent study or self-directed learning (SDL). Section I explains the differences between independent study, which involves the student meeting the instructor's course objectives through independent writing and research and weekly meetings with the instructor rather than by attending class or participating in group activities; and SDL, which involves the student devising his/her own course objectives and assignments under the guidance of the instructor. Section II offers quotes from previous independent study and SDL students, indicating what the students learned from working on their own. This section also recommends various learning activities to achieve different objectives; offers examples of SDL approaches; lists options for reading plans, interviews, community work, and other projects; and warns of potential problems. Section III enumerates course requirements for both independent study and SDL. (MDB)

ED 295 705 JC 880 273

Bell, James
Written Assignments for Abnormal Psychology at Howard Community College, Fall 1988.
Howard Community Coll., Columbia, Md.

five or more criminal justice courses, while 17% changed fields; (3) in comparison to the WRHC student population as a whole, criminal justice students were more likely to be reverse transfers, were younger, and had lower high school ranks; and (4) among those who had taken five or more criminal justice courses, 59% were employed or enrolled in a field closely related to criminal justice. Detailed study findings and the interview schedules are appended. (EJV)

ED 295 718 JC 880 301

Flaherty, Toni
Study of Students Who Withdrew from Courses, 1982-1986. Volume XVI, No. 5.
William Rainey Harper Coll., Palatine, Ill. Office of Planning and Research.
PUB DATE- 15 Jan 88
NOTE- 159p.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160) Numerical/Quantitative Data (110)
DESCRIPTORS- *Academic Persistence; Community Colleges; Courses; *Dropouts; *Enrollment Influences; Questionnaires; Student Characteristics; Trend Analysis; Two Year Colleges; *Two Year College Students; *Withdrawal (Education)

A study was conducted at William Rainey Harper College (WRHC) to develop a profile of students who withdrew from courses between 1982 and 1986 and to compare this profile with the results of a 1979-82 withdrawal study. For the past 4 years, each degree credit student who has officially withdrawn from a course has been asked to complete a survey form, indicating withdrawal status (i.e., withdrawing from one course only, withdrawing from more than one course, withdrawing from WRHC completely), whether a counselor had been consulted, principal reason for withdrawal, method of registration, and general comments. Between 1982 and 1986, 14% of the 325,000 course enrollments resulted in official withdrawals, representing a 2.5% increase in withdrawals over the 1978-82 period. An analysis of these withdrawals indicated the following: (1) one out of every five course withdrawals resulted in complete withdrawal from WRHC, though almost 75% of the students who withdrew completely planned to return to WRHC one day; (2) 30% of those withdrawing gave reasons completely beyond WRHC's control,

ED 295 731 PS 017 379

All-Terrain Vehicle Settlement. Hearing before a Subcommittee of the Committee on Government Operations. House of Representatives, One Hundredth Congress, Second Session.

Congress of the U. S., Washington, D. C. House Committee on Government Operations.

PUB DATE- 28 Jan 88

NOTE- 437p.; Filmed from best copy available. Some pages contain small print.

AVAILABLE FROM- Superintendent of Documents, Congressional Sales Office, U.S. Government Printing Office, Washington, DC 20402 (Stock No. 552-070-040-03-0, $12.00).

LANGUAGE- English

EDRS Price - MF01/PC18 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090)

DESCRIPTORS- Accidents; Behavior Change; Children; *Consumer Protection; *Court Litigation; Federal Government; Government Role; Hearings; *Motor Vehicles; Program Effectiveness; *Recreation; *Safety

IDENTIFIERS- *All Terrain Vehicles; Congress 100th; Consumer Product Safety Commission; Department of Justice; Hazards; Product Safety; *Public Safety

A hearing was held to examine the Consumer Product Safety Commission's (CPSC) settlement of its imminent hazard enforcement case against the major manufacturers of all-terrain vehicles (ATV), a product causing, as of January, 1988, a total of 330,000 serious injuries and over 900 deaths, nearly half of these to children. Central to the Committee's concern was the question of why the CPSC dropped a provision providing for voluntary refunds to ATV owners. Additional questions of concern included: (1) Was the settlement adequate and effective, given the nature of the risk to consumers? (2) How was the settlement arranged? (3) What role did the Justice Department play? (4) What facts changed in the course of a year to cause one Commissioner to change her mind and drop the refund remedy? (5) How will the CPSC and the Justice Department monitor the preliminary and final consent decrees? (6) Does the CPSC have the budget to keep track of an exceptionally complicated arrangement? and (7) What details are being negotiated in the development of the final consent decree? Included in or appended to the report are an article exploring the effectiveness of information and education programs in promoting behavioral change, the report and recommendations of the National Association of Attorneys General (NAAG) ATV task force, the brief of 30 amici curiae states in the case of the United States versus American

Council for Cultural Cooperation, Strasbourg (France).
REPORT NO.- DECS/EGT-84-88-rev
PUB DATE- 22 Apr 88
NOTE- 9p.; For related documents on the Council for Cultural Co-operation (CDCC) Project No. 8 on "Innovation in Primary Education", see PS 017 403-406 and PS 017 415-417.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Coordination; *Educational Change; Educational Cooperation; *Educational Objectives; *Elementary School Curriculum; Family School Relationship; Foreign Countries; Grouping (Instructional Purposes); *Primary Education; Program Descriptions; *Public Schools; School Community Relationship; *School Organization; School Schedules; Services; Student Evaluation; Teacher Education
IDENTIFIERS- *Belgium

This report provides an overview of primary education in Belgium. Part I delineates: (1) official objectives; (2) primary school organization; (3) liaison between primary school and infant school; (4) number of pupils and teachers; (5) grouping of pupils; (6) the school timetable; (7) subjects taught; (8) pupil assessment methods; (9) aspects of initial and in-service teacher training courses; (10) school support services; and (11) institutional links between school, family, and community. Part II, which concerns problems and trends, briefly describes school reform initiatives. Part III provides references to published reports concerning the Flemish-speaking and French systems. (RH)

ED 295 745 PS 017 403

Primary Education in Sweden. Project No. 8: Innovation in Primary Education.
Council for Cultural Cooperation, Strasbourg (France).
REPORT NO.- DECS/EGT-84-105-rev
PUB DATE- 22 Apr 88
NOTE- 10p.; For related documents on the Council for Cultural Co-operation (CDCC) Project No. 8 on "Innovation in Primary Education", see PS 017 402-406 and PS 017 415-417.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Attendance; Class Size; *Educational Change; Educational

"because" is used to introduce an agent's reason for acting, and "so" is used to introduce a description of an obtained result. Participating in experiment 1 were 16 subjects in each of three age groups: 5-year-olds, 8-year-olds, and 10-year-olds. Participants in experiment 2 were 24 children 5 years of age and 24 children 8 years of age. Comparison groups of adults also took part in both experiments. Subjects responded to sentence completion tasks and tasks eliciting answers to why questions. Findings indicated that by the age of 5 years children have a good grasp of how "because" is used in the empirical and intentional modes, and also of how "so" is used in the intentional mode. Concluding discussion focuses on six possible explanations for conflict in previous findings concerning the ages at which children correctly produce causal connectives and succeed on comprehension experiments involving causal connectives. Each explanation is evaluated by assessing whether it could account for the discrepancy between the present findings and findings of previous studies of children's comprehension. (RH)

ED 295 759 PS 017 429

Brophy, Jere; Rohrkemper, Mary
The Classroom Strategy Study: Summary Report of General Findings. Research Series No. 187.
Michigan State Univ., East Lansing. Inst. for Research on Teaching.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- May 88
NOTE- 217p.
AVAILABLE FROM- Institute for Research on Teaching, College of Education, Michigan State University, 252 Erickson Hall, East Lansing, MI 48824 ($19.00).
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Failure; Aggression; Alienation; Attention Span; *Behavior Problems; *Classroom Techniques; Elementary Education; *Elementary School Students; *Elementary School Teachers; Hyperactivity; Low Achievement; Master Teachers; Maturity (Individuals); *Personality Problems; Rejection (Psychology); Rural Urban Differences; Underachievement; Withdrawal (Psychology)
IDENTIFIERS- *Classroom Strategy Study; *Outstanding Teachers; Perfectionism; Shyness

Described are the background, rationale, research design, data

preservice teacher education programs to prepare teachers. After outlining the classroom, school, and sociocultural characteristics affecting a teacher's success and survival in a rural community, this paper discusses the apparent lack of rural content in teacher preparation programs nationwide. A review of topics covered by preservice teacher education programs and of teaching skills needed in small rural schools helps illustrate what is needed to improve preservice programs. The paper includes descriptions of nine rural preservice and inservice training programs in Hawaii, Alaska, Utah, Oregon, Montana, and British Columbia. The four Alaskan programs focus on the particular problems in recruiting and training teachers for remote Native villages. The paper includes five tables, 16 references, and two appendices covering rural education organizations and resources for multi-age classrooms. (SV)

ED 295 773 RC 016 623

Thornbrugh, Cheryl; Fox, Sandra J.
Bridging the Challenging Years: Tips for Working with American Indian Teenagers.
ERIC Clearinghouse on Rural Education and Small Schools, Las Cruces, N. Mex.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 88
NOTE- 91p.
CONTRACT- 400-86-0024
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Adjustment (to Environment); *Adolescents; *American Indian Education; American Indians; Behavior Modification; Counseling Services; *Counseling Techniques; Counselor Training; Crisis Intervention; Group Counseling; Holistic Approach; Learning Activities; Parent Student Relationship; *Prevention; Program Design; Secondary Education; Self Esteem; *Student Problems; Teacher Student Relationship
IDENTIFIERS- Substance Abuse

American Indian teenagers have high rates of suicide, school dropout, alcoholism, and drug usage. Even students who are doing

Interactive language training procedures are now being used to successfully increase syntactic complexity, develop morphology, and train transformational rules in language delayed or disordered children. The linguistic and nonlinguistic strategies used in interactive language training not only foster language acquisition, but are useful in increasing spontaneous language as well. Linguistic strategies entail use of repeats, imitation and modeling, indirect commands, questions, paraphrases, sentence completion, and development of feedback skills while nonlinguistic strategies include violation of routine events, withholding objects or turns, and violation of object function. These techniques can be used effectively by both parents and educators who now share the responsibility of language intervention with speech clinicians. By increasing the child's rates of self-initiated speech, it becomes more probable that improvements in the content, use, and form of language will follow. (Author/VW)

ED 295 388 EC 202 827

Morris, Karen
Input Devices for Young Handicapped Children.
PUB DATE- Mar 88
NOTE- 10p.; Paper presented at the Annual Convention of the Council for Exceptional Children (66th, Washington, DC, March 28-April 1, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Assistive Devices (for Disabled); Communication Aids (for Disabled); *Computer Peripherals; Computer Uses in Education; *Disabilities; *Input Output Devices; *Keyboarding (Data Entry); Preschool Education; Primary Education; *Young Children
IDENTIFIERS- Apple Microcomputers

The versatility of the computer can be expanded considerably for young handicapped children by using input devices other than the typewriter-style keyboard. Input devices appropriate for young children can be classified into four categories: alternative keyboards, contact switches, speech input devices, and cursor control devices. Described are input devices meeting the following criteria: can be used with the Apple computer, can support software appropriate for young handicapped children, have been used successfully in a computer laboratory situation with young

Instruction; Time on Task; *Tutoring

The project attempted to experimentally validate the use of tutoring and small group teaching formats as alternatives to one-to-one teaching procedures involving autistic children. Single-subject studies and experimental-control group designs were used to compare the effects of tutoring and small group teaching formats in public and private school classrooms for autistic and other developmentally disabled children. Results indicated that non-handicapped tutors can increase academic skills and manage attending behaviors in autistic peers. Results also indicated that higher functioning autistic students can be trained as effective tutors of lower functioning peers. Other research showed that small group instructional formats were superior to one-to-one instruction in terms of student performance across several curriculum areas. Small group instruction produced higher levels of teaching time, correct student responding, more teacher-to-student interactions and more student-to-student interaction than did one-to-one instruction. Furthermore, small group instruction maintained appropriate on task behavior and comparable levels of self-stimulation. Project results were disseminated in written teacher manuals, professional presentations, masters and doctoral theses, and professional journal articles. Six pages of references are provided. About half the document consists of appendices that include teacher materials, tables, and graphs. (DB)

ED 295 402 EC 202 841

Eilers, Rebecca E.; And Others

Assessment Techniques To Evaluate Tactual Aids for Young Hearing Impaired Children.

PUB DATE- 87

NOTE- 41p.

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- *Audiology; Children; Communication Aids (for Disabled); *Deafness; Evaluation Methods; Hearing Aids; Receptive Language; *Tactual Perception

IDENTIFIERS- *Vocoders

A battery of assessments to determine the potential contribution of tactual aids to the acoustic perception and speech identification of young deaf children was developed. The tasks were developed so that they could be implemented with standard audiometric equipment teachers and appropriate materials. (MSE)

ED 295 416 FL 016 590

Marfurt, Rose Marie A.
Initiation of an Academic Program Designed To Prepare Students for a Career in Translating and Interpreting.
PUB DATE- Apr 86
NOTE- 11p.; In: Proceedings of the Fifth Annual Eastern Michigan University Conference on Languages for Business and the Professions (see FL 016 586).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Business Communication; *College Second Language Programs; Communication Skills; *Curriculum Design; Higher Education; *Interpreters; *Languages for Special Purposes; Language Skills; Literature Appreciation; Majors (Students); Second Language Instruction; Simulation; *Translation; Vocational Education

Suggestions are given for structuring an eight-semester undergraduate foreign language major with a specialization in translating and interpreting from the target language into English. The program includes three training stages: theoretical training in the discipline, practice in the discipline, and expansion of general knowledge. Course topics include an introduction to the art of translating, development of listening skills, translation from English into the target language, discussions in the target language on a variety of topics, contemporary cultural aspects, exercises in translation, introduction to foreign language literature, masterpieces in foreign language literature, translation of specific subject matter, onsight translation onto tape, simultaneous intepreting exercises in a simulated conference situation, consecutive interpretation, commercial and legal translation, and technical translation. Experience in translating both from English to the target language and from the target language to English is provided. Study abroad is strongly encouraged, and other program options include courses in technical and creative writing, public speaking, communications, other foreign languages, traditional liberal arts, and subject-related courses such as business administration or sciences. The program is designed to train students for graduate study in translating and

IDENTIFIERS- University of the Pacific CA

One college French course introduces third-semester students to commercial French while simultaneously teaching contemporary French theater to the same group. The 3-week course segment is taught with two 3-week modules, and is part of a course using the Personalized System of Instruction (PSI). The commercial language module helps to build an enrollment base for advanced offerings while the literature module maintains the interest of students preferring a more traditional curriculum. The texts used are a commercial business French textbook and two plays by Jean Anouilh and Jean-Paul Sartre. The modules complement other course activities and segments, and serve the need to move some students more quickly than others into subject matter fields in French. Advanced students can serve as class assistants. The course has proven to be a good marketing device for the department because it gives an attractive preview of the content and methods of the advanced program, and draws more students into advanced literature and commercial language courses. Course outlines and exercises are appended. (MSE)

ED 295 431 FL 016 605

Cramer, Hazel
Perceptions of Ways in Which French and American Business Practices Reflect Cultural Differences.
PUB DATE- Apr 86
NOTE- 14p.; In: Proceedings of the Fifth Annual Eastern Michigan University Conference on Languages for Business and the Professions (see FL 016 586).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Business Administration Education; *Business Communication; Comparative Analysis; *Cultural Context; *Cultural Differences; *Cultural Education; Foreign Countries; Government Role; Instructional Materials; Languages for Special Purposes; Organizational Climate; *Organizational Communication; Organizational Development; Second Language Instruction
IDENTIFIERS- France; State University of New York Coll at Cortland; United States

The literature concerning the corporate culture of the United States is a starting point for comparing the institutions of

ED 295 445 FL 016 619

Knapp, Richard G.
Internationalizing the Business Curriculum: The Point of View of a Small Liberal Arts College and University.
PUB DATE- Apr 86
NOTE- 11p.; In: Proceedings of the Fifth Annual Eastern Michigan University Conference on Languages for Business and the Professions (see FL 016 586).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Business Administration Education; Business Communication; *Change Strategies; College Second Language Programs; Course Content; Course Objectives; *Curriculum Development; Departments; Equipment Utilization; French; German; Higher Education; *International Studies; *Languages for Special Purposes; Liberal Arts; Second Language Instruction; Small Colleges; Spanish; Student Exchange Programs
IDENTIFIERS- Mars Hill College PA; University of North Carolina Asheville

When asked by the business department for a language component for its new area of concentration in international business, the modern language department of a small liberal arts college capitalized on a recently devised competence-based curriculum. The curriculum, established in the college's general education curriculum as an alternate track to the required communications competence component, consisted of a four-course sequence, including a contemporary culture and values course, geared to the attainment of practical communications competence and the development of critical and creative thinking skills. A state university has similarly emphasized the cultural aspects of international business in its major by requiring of its students a knowledge of the foreign country's customs and values, religion, philosophy, laws, politics, technology, education, and social organization. In both institutions, business language courses tailored to the business departments' specific needs are being required or developed. Both also have an assistant program with bilingual exchange students and international exchange programs. A satellite dish and complete video recording facilities were recently donated to the institutions, and foreign language teachers and international business students have begun to attend meetings of the local world trade association chapter. These minor adjustments to existing curricula have succeeded in internationalizing the programs. (MSE)

Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)

DESCRIPTORS- Communicative Competence (Languages); *Course Descriptions; Course Organization; Guidelines; *Notional Functional Syllabi; *Second Language Instruction; Second Languages; Skill Development; Teaching Methods

IDENTIFIERS- *ERIC Digests

The role of the syllabus in second language teaching is described, distinguishing six major types of syllabi and how they might be implemented in various teaching situations. The foreign language teaching syllabus involves both the integration of subject matter (what to talk about) and linguistic matter (how to talk about it). Choices of syllabi can range from the purely linguistic (the teaching of grammar and vocabulary) to the semantic or information type (the teaching of a particular skill). To design a syllabus is to decide what gets taught and in what order; therefore, the choice of a syllabus is a major decision and should be made with as much information as possible. Although six distinct types of language teaching syllabi exist, they are not mutually exclusive, for almost all syllabi are combinations of two or more of the following types: (1) a structural formal syllabus (teaching of grammar); (2) a notional/functional syllabus (teaching of functions that are performed when language is used or the notions that language is used to express); (3) a situational syllabus (teaching language in a context of real or imaginary situations in which language is used); (4) a skill-based syllabus (teaching specific language skills-listening, reading, and so on); (5) a task-based syllabus (teaching a variety of language forms, functions, and skills so students may complete a piece of work); and (6) a content-based syllabus (teaching course content, like science, using the language that the students are also learning). Ten steps in preparing a practical language teaching syllabus are included. (TR)

ED 295 461 FL 017 401

Clemons, Jacquelyn; And Others
Learning Packet in Social Studies (8th Grade) for ESOL Students.
Prince George's County Public Schools, Upper Marlboro, Md.
PUB DATE- 87
NOTE- 292p.
LANGUAGE- English
EDRS Price - MF01/PC12 Plus Postage.

PUB DATE- Mar 88
NOTE- 19p.; Paper presented at the Annual Meeting of the Teachers of English to Speakers of Other Languages (22nd, Chicago, IL, March 8-13, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *English (Second Language); *Foreign Students; Formative Evaluation; *Graduate Students; *Language Teachers; Masters Programs; *Program Design; Program Development; Relevance (Education); School Surveys; Second Language Instruction; *Student Needs
IDENTIFIERS- *University of Northern Iowa

In response to the increasing proportion of foreign graduate students in master's programs for teachers of English as a second language (MATESL), students in the University of Northern Iowa's program were surveyed concerning the appropriateness of the programs' design. In in-depth interviews and on questionnaires, foreign graduate students were asked which courses are most applicable to their home teaching situation, what courses should be added, whether the program fulfills original expectations, how the differences in the educational system make the program easier or more difficult, and what changes might make the program more relevant to student needs. Overall, little need for program improvement was found. Based on the results, specific recommendations were made for revision and use of the questionnaire, continuing the survey among other such programs, surveying graduates in the field, and expanding the study to include native speakers. The questionnaire is appended. (MSE)

ED 295 477 FL 017 418

Baecher, Richard E.; Coletti, Charles D.
Two-Way Bilingual Program Effects.
PUB DATE- 29 Apr 88
NOTE- 21p.; Paper presented at the Annual Meeting of the National Association for Bilingual Education (17th, Houston, TX, April 27-May 1, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)

ED 295 492 FL 017 441

Wang, Lih Shing; Stansfield, Charles W.
Chinese Proficiency Test. Test Interpretation Manual.
Center for Applied Linguistics, Washington, D.C.
PUB DATE- 88
NOTE- 14p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Chinese; Difficulty Level; Item Analysis; Language Proficiency; *Language Tests; Listening Comprehension; Oral Language; Reading Comprehension; Scoring; *Test Format; *Test Interpretation; Test Manuals; Test Reliability; *Test Use; Test Validity; Uncommonly Taught Languages; Written Language
IDENTIFIERS- *Test Content

The manual for administration of the Chinese Proficiency Test contains an overview of the program, including: (1) its history, content, and format; (2) its primary focus and uses; (3) administration procedures, including registration, ordering the test, reporting scores, and billing; (4) the interpretation of test scores based on normative data provided in the manual; and (5) the test's statistical characteristics, including reliability, standard error of measurement, content and concurrent validity, difficulty based on item analysis, and intercorrelation among subtest scores. An ordering form for the test is appended. (MSE)

ED 295 493 FL 017 443

Wilkes, Elizabeth M.
Inferential Comprehension in Skilled and Less-Skilled, Hearing-Impaired Readers.
PUB DATE- Oct 87
NOTE- 37p.; Paper presented at the Annual Meeting of the Boston University Conference on Language Development (11th, Boston, MA, October 17-19, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Analysis; Grade 4; *Hearing Impairments;

ED 295 507 HE 021 060

Hanson, Katharine H.; Merrill, Lyri
Early Retirement Programs for Faculty: A Survey of Thirty-Six Institutions, 1987.
Consortium on Financing Higher Education, Cambridge, MA.
PUB DATE- Nov 87
NOTE- 137p.
AVAILABLE FROM- Consortium on Financing Higher Education, Suite 500, 238 Main Street, Cambridge, MA 02142.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Age Differences; *Aging in Academia; Annotated Bibliographies; *College Faculty; Colleges; *Early Retirement; Educational Finance; Higher Education; *Money Management; Older Adults; Prediction; Questionnaires; *Retirement; Retirement Benefits; Surveys; *Teacher Retirement; Tenured Faculty; Universities

A survey of current early retirement programs and faculty age distributions was conducted among 23 colleges in the Consortium on Financing Higher Education and 13 universities in the Association of American Universities. Tabular data and narrative descriptions are presented in two major sections. The first section presents data on the number of people eligible for basic retirement benefits, those currently receiving them, and methods of predicting the number of future recipients. Information is also provided on normal and average retirement ages at participating schools; the type of retirement environment enjoyed by retirees; and the degree to which the costs, both direct and embedded, of current faculty retirement benefits are understood. The second section presents a summary of current early retirement plans at participating schools. The topics discussed include: options of the various policies; the number of people retiring under the plans; perquisites given to early retirees; evaluations of the plans in fulfilling institutional goals; and assessments of the financial costs of the plans. A list of contact people and an annotated bibliography (67 references) are also provided. (KM)

ED 295 508 HE 021 064

Legal Problems; *Legal Responsibility; Private Colleges; Public Colleges; School Newspapers; State Legislation; *Student Personnel Services; Student Personnel Workers; Student Records; *Student Rights

An overview is provided of issues influencing student affairs practice, designed to assist practitioners in applying legal principles in their daily work. The following chapters are presented in three sections (legal foundations and student affairs practice; key areas of legal responsibility and liability; and strengthening the legal basis of student affairs policy and practice): "Sources of Laws Influencing Administrative Decisions in Student Affairs" (Margaret J. Barr); "Legal Organization and Control of Higher Education" (Margaret J. Barr); "How Public and Private Institutions Differ under the Law" (Richard J. Correnti); "Constitutional Issues: Protecting the Rights and Interests of Campuses and Students" (E. T. "Joe" Buchanan, III); "Contractual Agreements: Defining Relationships between Students and Institutions" (George M. Shur); "Civil Rights and Equal Access: When Laws Apply--and When They Do Not" (Gwen Seaquist); "Administrative Practice: A Day-to-Day Guide to Legal Requirements" (Stephen S. Janes); "Student Conduct, Discipline, and Control: Understanding Institutional Options and Limits" (Shari R. Rhode, Melissa Gasser Math); "Institutional Liability: What Are the Risks and Obligations of Student Services?" (Margaret J. Barr); "Admissions Policies and Procedures" (Edward G. Boehm, Jr.); "Residence Life Programs" (Donald R. Buckner); "Facility Management" (Margaret J. Barr); "Counseling and Health Centers" (David A. Emmerling); "Student Discipline" (William R. Bracewell); "Student Organizations and Student Activities" (Glenn W. Maloney); "The Student Press" (John H. Schuh); "Management and Use of Student Records" (Larry H. Ebbers); "Employment and Supervision of Student Affairs Personnel" (Jon C. Dalton); and "Conclusion: The Evolving Legal Environment of Student Affairs Administration" (Margaret J. Barr). Sources of additional information, a glossary of legal terms, a list of cases cited, a case index and a subject index are also provided. (KM)

ED 295 521 HE 021 442

Employment Equity for Women: A University Handbook.
Council of Ontario Universities, Toronto.
SPONS. AGENCY- Ontario Ministry of Colleges and Universities, Toronto.; Ontario Women's Directorate, Ottawa.

ED 295 534 HE 021 459

Kurfiss, Joanne
Intellectual, Psychosocial, and Moral Development in College: Four Major Theories. Revised.
PUB DATE- May 83
NOTE- 44p.; A version of this paper appears in the Manual for Project QUE (Quality Undergraduate Education), Council for Independent Colleges, One Dupont Circle, Washington, DC 20036.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Cognitive Development; College Students; Curriculum Design; Educational Theories; General Education; Higher Education; Humanistic Education; Individual Development; *Intellectual Development; *Learning Theories; Models; *Moral Development; Psychological Needs; Psychological Studies; *Social Development
IDENTIFIERS- Erikson (Erik); Gilligan (Carol); Kohlberg (Lawrence); Perry (William G Jr); Piaget (Jean)

Four models are discussed with which to view students, educational goals, and learning environments. Each of the four theories emphasizes a unique aspect of the total development process. Piaget's model describes the development of structures and processes which characterize mature logical thinking. Perry provides a closer look at students' beliefs, about the nature of knowledge and authority, identifying and chronicling epistemological assumptions that profoundly affect students' reactions to and ability to learn from various instructional strategies. Relationships between Perry's "positions" and Erikson's model of identity development are described, and their implications for curriculum design explored. Finally, Kohlberg's stage theory and Gilligan's critique of that theory provide two perspectives on the development of systems for analyzing moral and value issues, and suggest instructional processes most likely to enhance this development. Each of these four theories is briefly summarized and a critique provided, followed by an analysis of the specific implications of the theory for teaching and learning in the colleges in Project Quality Undergraduate Education. Fifty-eight references are listed. (KM)

ED 295 535 HE 021 462

DESCRIPTORS- *College Administration; *College Environment; *Deans; Higher Education; Humor; Interprofessional Relationship

In a lighthearted yet serious look at academic deanship, stories are recounted regarding the dean's role in such matters as tenure decisions, budgeting, affirmative action, and coping with demands of faculty, department chairs, vice-presidents, parents, and students. Current practices in academic administration are described in a humorous manner. (LB)

ED 295 549 HE 021 487

Sanyal, Bikas C.
Higher Education and Employment: An International Comparative Analysis.
United Nations Educational, Scientific, and Cultural Organization, Paris (France). International Inst. for Educational Planning.
REPORT NO.- ISBN-1-85000-252-5
PUB DATE- 87
NOTE- 246p.
AVAILABLE FROM- The Falmer Press, Taylor & Francis Inc., 242 Cherry St., Philadelphia, PA 19106-1906 ($21.00 paperback--ISBN-1-85000-252-5; $40.00 hardcover--ISBN-85000-251-7; $1.75 postage and handling).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) Books (010) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Access to Education; Case Studies; College Graduates; College Planning; *Comparative Analysis; Cross Cultural Studies; Developed Nations; *Developing Nations; Economic Factors; Educational Demand; *Education Work Relationship; Employment Level; Employment Opportunities; Employment Patterns; Employment Problems; Foreign Countries; Global Approach; *Higher Education; Questionnaires; Surveys; *Underemployment; *Unemployment
IDENTIFIERS- Bangladesh; Benin; Botswana; Egypt; France; India (Bengal); Indonesia; Malaysia; Mali; Nepal; Pakistan; Peru; Philippines; Poland; Sri Lanka; Sudan; Tanzania; USSR; West Germany; Yemen; Zambia

The relationship between higher education and employment (particulary underemployment and unemployment) is discussed in terms of a synthesis of 21 case studies of developing and developed nations. The countries discussed are: Bangladesh, Benin, Botswana, Egypt, Federal Republic of Germany, Malaysia, Pakistan, People's

Sampling; School Surveys; *Space Utilization; Statistical Surveys
IDENTIFIERS- *Higher Education General Information Survey

The "Inventory of College and University Physical Facilities" machine-readable data file (MRDF) is a subfile of the larger Higher Education General Information Survey (HEGIS). It includes basic data on the number of square feet of physical plant space, by type of room, function of room, organizational unit, and instructional program. Data was collected for 1966-67, 1968-69, 1969-70, 1970-71, 1971-72, 1974-75, and 1978-79. The data from the 1978-79 mail survey contains information from approximately 700 randomly selected public and private postsecondary institutions in the United States. One of the primary purposes of the survey was to obtain information as to the accessibility of college facilities and programs to handicapped persons, particularly those with mobility impairments. Section 504 of the Rehabilitation Act of 1973 requires that all programs of institutions receiving federal financial assistance have this accessibility. Data is also available on the gross square feet of building space by age of the building, extending from pre-1900 till 1970 in 10-year intervals. Total floor space is divided into "accessible" and "inaccessible" as pertains to mobility-impaired students. Total square feet are given for planned conversion of inaccessible to accessible space, plus estimated modification costs. Estimated enrollment data for mobility, visually, and acoustically-impaired students are included. The total number of beds in institutionally owned or operated housing is provided, along with the number that can accommodate moblity-impaired students. Finally, the accessibility, inaccessibility, and intended conversion of 19 categories of campus rooms is listed in square feet. The attributes of each institution precede each record, for sorting or selection purposes. POPULATION: Higher Education Institutions (>3,200). TYPE OF SURVEY: National Survey; Sample Survey. RESPONDENTS: Survey coordinators for selected higher education institutions. SAMPLE: Higher education institutions (700). FREQUENCY: Periodic. YEAR OF FIRST DATA: 1966. (CDM)

IR

ED 295 562 IR 013 002

ED 295 576 IR 013 169

Telecommunications Policy Research Conference. Audience Research Section. Papers.

Telecommunications Policy Research Conference, Inc., Washington, DC.

PUB DATE- Sep 87
NOTE- 4p.; Abstracts of papers presented at the Telecommunications Policy Research Conference (15th, Airlie, VA, September 27-30, 1987). For the conference program and additional papers, see IR 013 160-182.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Audience Analysis; *Citizenship Education; Literature Reviews; News Reporting; Public Policy; *Television Research; *Television Viewing
IDENTIFIERS- *Audience Research; Empirical Research

This document consists of abstracts for two papers which discussed television audience research and public policy. The first, "News Audience Research and an Informed Electorate" (Mark Levy), examined more than a dozen studies over the past 20 years concerning the flow of news and information to the public. None of these studies found television to be the public's "main source" for news. Thus, it is argued that a non-traditional form of audience research should be undertaken, which focuses on how and what viewers learn from their news exposure, so that journalists can more adequately meet their responsibility of helping to create an informed electorate. The second paper, "Media Research and Public Policy: A Question of Fit" (Philip A. Harding), questioned the extent to which current television research accurately corresponds to the issues raised by policy makers concerned with the possible deleterious effects of television on society. It also noted that only recently has the application of empirical research to these issues become widely accepted by the policy making community, and that with that acceptance comes a heightened responsibility on the part of research practitioners to ensure the "tightness of fit" between the policy questions put to them and the answers they provide. (Author/EW)

DESCRIPTORS- *Academic Failure; *Educational Technology; Elementary Secondary Education; English (Second Language); Foreign Countries; *High Risk Students; Minimum Competencies; Potential Dropouts; Program Descriptions; Questionnaires; Recordkeeping; School Surveys; Special Education; Tables (Data); *Use Studies; Vocational Education

IDENTIFIERS- Canada; United States

This report presents the findings of a survey ("Programs and Activities Using Technology To Serve Students at Risk of School Failure") of a sampling of large school districts in the United States and Canada, conducted to obtain information on the use of technology to serve students at risk of school failure for the participants in a conference on this topic. The first of four sections describes students at risk, i.e., who they are and the problems that they pose for society. Based on the comments and observations of the 360 survey respondents. The second section provides an overview of current programs and activities using technology, particularly computers and video. A summary of procedures, data analysis, and findings of the survey form the third section, and the fourth presents a selection of survey responses. These responses include 121 program descriptions, together with the names and addresses of people to contact, in seven areas: (1) basic skills instruction; (2) programs for dropouts and potential dropouts; (3) English as a second language; (4) instruction of multiple/various targets; (5) record keeping; (6) special education; and (7) vocational education. A copy of the questionnaire and the cover letter are appended. (MES)

ED 295 592 IR 013 243

Instructional Software BSAP Correlations for Language Arts, Mathematics and Science. Grades 1-8. Grades 1-8 Microcomputer Software Listings--Language Arts, Mathematics, and Science Correlated to the Basic Skills Assessment Program Objectives of the South Carolina Department of Education.

South Carolina Educational Television Network Columbia.

PUB DATE- May 87

NOTE- 191p.

LANGUAGE- English

EDRS Price - MF01/PC08 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Tests, Questionnaires, Evaluation Instruments (160) sequencing, and matching games develop mathematics skills, and word games focusing on basic letter symbol and word recognition develop language skills. Creativity is enhanced through music, art, and design. Two types of software used in early childhood education are computer graphics programs, such as Logo and Delta Drawings, and computer assisted instruction programs, such as Juggles, Rainbow, and Bumble Games. A program should be fun, easy, playful, and appealing. It should use story elements that children can identify with, color graphics, animation, and sound. Although formal instruction is unnecessary for such young children, adult supervision is usually required, and this may be a drawback in schools with limited funds or personnel. An important factor in the success of such a program is the organization of the instructional environment, which might include setting up a quiet area, having a set of rules regarding use, and decorating the area with instructional charts. (4 references). (MES)

ED 295 607 IR 013 259

Burk, Laurena
Objective Criteria for the Selection of Software.
PUB DATE- Nov 85
NOTE- 9p.; Paper presented at the National Council of States on In-Service Education (Denver, CO, November 22-26, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Assisted Instruction; *Courseware; Elementary School Mathematics; *Evaluation Criteria; Models; *Systems Analysis
IDENTIFIERS- *Software Evaluation; *Software Selection

The seven stages in the system development process are discussed in the context of implementing basic arithmetic drill and practice exercises on a computer-based system: (1) feasibility study; (2) requirements definition; (3) alternative specifications; (4) evaluation and selection of an alternative; (5) system design; (6) development and testing; and (7) implementation. The importance of considering the five components of a computer-based system--hardware, software, procedures, people, and data--at each stage is emphasized. A list of criteria for evaluating software is provided. (MES) information about loci of difficulty in three aspects of programming behavior: attitudes, knowledge base, and problem-solving strategies. Inadequacies in students' knowledge base about BASIC were revealed, with most errors occurring at the level of application. Findings suggest that programming instruction might place greater emphasis on encouraging students to prompt themselves with strategic questions about problematic situations, on helping them achieve more consolidated knowledge of the details of computer languages, and on addressing attitudinal and confidence factors in programming. (32 references) (Author/MES)

ED 295 621 IR 013 331

Simonson, Michael R., Ed.; Frederick, Jacqueline K., Ed.
Proceedings of Selected Research Paper Presentations at the 1988 Convention of the Association for Educational Communications and Technology and Sponsored by the Research and Theory Division (10th, New Orleans, Louisiana, January 14-19, 1988).
SPONS. AGENCY- Association for Educational Communications and Technology, Washington, D.C.
PUB DATE- Jan 88
NOTE- 866p.; For individual papers, see IR 013 332-385. For the proceedings of the 1986 and 1987 conferences, see ED 267 753 and ED 285 518.
LANGUAGE- English
EDRS Price - MF06/PC35 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Reports - Research/Technical (143)
DESCRIPTORS- *Cognitive Psychology; *Computer Assisted Instruction; *Educational Technology; Epistemology; *Ethics; Feedback; *Instructional Design; *Learning Theories; Media Research; Psychological Studies
IDENTIFIERS- AECT Research and Theory Division Meeting

The 54 papers in this volume represent some of the most current thinking in educational communications and technology. Individual papers address the following topics: feedback in computer-assisted instruction (CAI); cognitive style and cognitive strategies in CAI; persuasive film-making; learning strategies; computer technology and children's word recognition automaticity; the development of an intelligent technical information system; CAI strategies and achievement; cooperative learning at the computer; instructional development and interactive video; locus of control and CAI; the effects of screen and text density on CAI; design of computer-based

information on strategy use. In addition to training for the first two groups, all three groups took part in transfer sessions designed to test and compare the effects of transfer of the learning strategy training for the two experimental groups with performance by the NT groups. Posttests showed that while the ET group scores were slightly higher than the ID group scores in the training session, there was no statistically significant difference among treatment condition posttest scores. The ET group used the learning strategy in the training session, but showed a significant drop in strategy use during the transfer sessions. The use of learning strategy was minimal by the ID group and almost nonexistent for the NT group. In addition, ability was found to correlate significantly with performance, but no significant difference was found in strategy use between high and low ability students. The text is supplemented by five tables and one figure. (57 references) (EW)

ED 295 635 IR 013 345

Dimond, Patricia; Simonson, Michael R.
Film-Makers and Persuasive Films: A Study To Determine How Persuasive Films Are Produced.
PUB DATE- Jan 88
NOTE- 14p.; In: Proceedings of Selected Research Papers presented at the Annual Meeting of the Association for Educational Communications and Technology (New Orleans, LA, January 14-19, 1988). For the complete proceedings, see IR 013 331.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Attitude Change; *Audience Analysis; Educational Media; *Film Criticism; *Film Production; *Film Production Specialists; *Instructional Films; Production Techniques; Surveys

Successful makers of "persuasive films"--i.e., films which attempt to incorporate the viewers' attitudes in the message in order to influence them--were surveyed for this study to determine the procedures used in the planning and production of educational films. This survey replicated a 1981 study by Simonson, but included several follow up measures in an effort to avoid the low return rate of the original study. This study achieved a 44% return rate, compared to Simonson's 34%. The survey showed a consensus for the following techniques and strategies for producing persuasive

LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cognitive Mapping; Correlation; *Educational Research; *Educational Technology; Matrices; Schematic Studies; Subject Index Terms; Surveys; *Theories; *Theory Practice Relationship
IDENTIFIERS- *Association for Educational Communications Tech

Cognitive mapping is used in this paper to develop a schemata which represents the knowledge domain or research and theory structure of the field of instructional technology (IST). Using the technique defined by Diekhoff and Diekhoff (1982), the primary set of concepts in instructional technology research were compared for similarity with all of the other concepts in a pairwise fashion, with the structure defined by the intercorrelation matrix of similarities. Participants were members of the Research and Theory Division of the Association for Educational Communications and Technology (AECT). Concepts were drawn from a study of the research interest of the membership; a review of titles, headings, and keywords from the Educational Communication and Technology Journal; and the Thesaurus of ERIC Descriptors. Participants were asked to rate terms in relation to their importance to the field of IST research and theory, and then to rate the degree of similarity or relatedness of 100 pairwise comparisons of randomly selected concepts. The 35 most important concepts from the first list were used to create a smaller sample of the responses from the second list, and a two-dimensional solution was plotted which shows that the IST field has a theory-into-practice orientation; however, it is suggested that a multi-dimensional analysis might produce more intellectual dimensions. A figure depicts the two dimensional plotting. (EW)

ED 295 650 IR 013 360

Jonassen, David H.
Prototype Development and Acquisition in an Interactive Video Concept Lesson.
PUB DATE- Jan 88
NOTE- 7p.; In: Proceedings of Selected Research Papers presented at the Annual Meeting of the Association for Educational Communications and Technology (New Orleans, LA, January 14-19, 1988). For the complete proceedings, see IR 013 331.
LANGUAGE- English

perception of hearing handicap. The text is supplemented by two tables, and a summary of the aural rehabilitation program is appended. (17 references) (EW)

ED 295 663 IR 013 374

Smith, Patricia L.
Cognitive Psychology: Implications for Selection of Techniques and Measures in Instructional Research.
PUB DATE- Jan 88
NOTE- 15p.; In: Proceedings of Selected Research Papers presented at the Annual Meeting of the Association for Educational Communications and Technology (New Orleans, LA, January 14-19, 1988). For the complete proceedings, see IR 013 331.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cognitive Psychology; Cognitive Structures; *Educational Technology; *Instructional Design; Protocol Analysis; *Psychological Studies; *Research Methodology; *Theory Practice Relationship
IDENTIFIERS- *Association for Educational Communications Tech

This paper describes prominent cognitive psychology techniques and considers the extent to which these techniques are being used in instructional research studies reported in publications of the Association for Educational Communications and Technology (AECT). Four techniques from cognitive psychology are described: secondary task techniques, eye-movement records, verbal reports, and representations of cognitive structures. An examination of 283 articles published in the field of instructional technology revealed that only six of the articles that examined the effects of instructional variables on learning outcomes and claimed a cognitive psychology framework used the techniques described above. The reasons for such minimal consideration of these techniques are considered, and it is suggested that many researchers may not be aware of the techniques and their potential. (34 references) (EW)

Videodisks

This report on the potential of new interactive technologies for improving learning examines developments in the use of computer-based technologies, analyzes key trends in hardware and software development, evaluates the capability of technology to improve learning in many areas, and explores ways to substantially increase student access to technology. The role of the teacher, teachers' needs for training, and the impact of federal support for educational technology research and development are reviewed as well. Specific topics addressed include the adoption of computer and video technologies; evaluation research; computer-assisted instruction (CAI) and intelligent CAI; mathematics and science; multimedia programs; database management; word processing; language arts; electronic networks; cost-effectiveness; software; and research and development. The future of classroom instruction is discussed in terms of networking and distance education, CD-ROM and computer/video convergence, hypermedia, integrated learning systems, and videodisks. Appended materials include a summary of state activities in educational technology; criteria used to evaluate educational software; principal programs of the U.S. Department of Education that are providing funds for technology in education; a list of acronyms; and a bibliography of contractor reports. Also included are a copy of the September 1988 OTA Report Brief entitled "Power On! New Tools for Teaching and Learning," and a September 15, 1988 Press Release announcing two videotapes on the influence and potential of educational technology in public schools, now available from SL Publications, New York.

ED 295 678 IR 052 386

Helal, Ahmed H., Ed.; Weiss, Joachim W., Ed.
International Library Cooperation. Essen Symposium (10th, Essen, West Germany, October 19-22, 1987).
Essen Univ. (West Germany). Library.
REPORT NO.- ISBN-3-922602-11-8
PUB DATE- 88
NOTE- 385p.; Festschrift in honour of Prof. Dr. Gunther Pflug to his 65th birthday.
LANGUAGE- English
EDRS Price - MF01/PC16 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Evaluative/Feasibility (142)

Rewards; Transitional Programs; Two Year Colleges

A description is provided of the Urban League's Education Initiative Project, a cooperative effort involving Miami-Dade Community College (MDCC) and feeder high schools in activities designed to raise the aspirations of black high school students, motivate them to enroll and succeed in college preparatory courses, facilitate the flow of students from high school to MDCC to a four-year university, and finance the college education of successful students. Section I provides an introduction to the project, as well as information on the problem of underachievement among black students in Miami, the goals of the project, the target student population, and the program design, implementation, and management. Sections II through IV focus on specific components of the project. Section II describes the Black Student Opportunity Mentor Program, which selected 75 mentors from a broad range of organizations and career groups to serve as positive reference group models. Section III highlights the Black Student Opportunity Scholarship Program, which rewards students financially for academic achievement in designated college preparatory courses. Finally, section IV examines the Black Student Opportunity Academic Preparation Program, which focuses on the development of students' self-management skills and of an educational and personal development plan, while providing instructional support. (MDB)

ED 295 692 JC 880 203

Bazer, Gerald, Ed.
Exemplary Academic Programs at the Community College. Volume I.
American Association of Community and Junior Colleges, Washington, DC. National Council of Instructional Administrators.
PUB DATE- Apr 88
NOTE- 60p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Education; *College Programs; Community Colleges; Computer Assisted Instruction; *Instructional Innovation; Program Descriptions; Remedial Programs; Two Year Colleges; *Vocational Education

Brief descriptions are provided of 54 community college programs identified as outstanding by the National Council of Instructional Administrators. Organized alphabetically by program title, the descriptions include the name of the college president, the name of

PUB DATE- 88
NOTE- 34p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Community Colleges; *Content Area Writing; Course Descriptions; Course Organization; Instructional Materials; *Psychology; Reading Materials; Study Guides; Teacher Developed Materials; Two Year Colleges; Writing (Composition); *Writing Exercises; Writing Skills

Designed for students enrolled in an Abnormal Psychology course at Howard Community College (Maryland), this booklet explains the requirements for the course's writing assignments, which are designed to teach the skills of comparison and contrast, analysis, critical thinking, and synthesis. Following an overview of class assignments and activities, requirements for written assignments, and the role of the instructor, the booklet lists and provides instructions for completing the course's 13 writing assignments. The assignments ask students to: (1) summarize the therapy used in "Dibs: In Search of Self," a case study and assigned reading; (2) analyze and document who Dibs hated most; (3) summarize the essay "On Being Sane in Insane Places"; (4) integrate information from three abnormal psychology textbooks to draw conclusions and answer the question, "How do we decide if a certain pattern of behavior is abnormal?"; (5) conduct research in the library on the possible causes of mental illness; (6) respond to a series of analytical questions about "I Never Promised You a Rose Garden"; (7) answer questions about "Is There No Place on Earth for Me?"; (8) list the pros and cons of electroconvulsive shock therapy; (9) write an essay discussing whether McMurphy in "One Flew over the Cuckoo's Nest" was insane; (10) use library resources to summarize three research findings on mental illness; (11) prepare an essay discussing some aspect of mental hospitals; (12) write a 10- to 14-page paper integrating material from at least three of the case studies read in the course; and (13) describe the eight most important things learned from the course. Assignments include hints, specific requirements, and examples. (EJV)

ED 295 706   JC 880 274

Reed, Keflyn X.
Expectation vs. Ability: Junior College Reading Skills.

and only 7% indicated WRHC as the primary cause for withdrawal; (3) the major reasons cited for withdrawals included personal, family or health problems, job pressures, inconvenient meeting times, or too heavy a course load; (4) withdrawals due to poor grades or falling behind in the course increased from 1.3% in 1982 to 15.2% in 1986; (5) there was a decrease in withdrawals due to course objectives not being related to students' needs and students being inadequately prepared for the course; and (6) summer semester students were less likely to withdraw and withdrew for different reasons when compared to students in the fall and spring semesters. The student withdrawal survey and detailed findings are appended. (EJV)

ED 295 719 JC 880 302

Lucas, John A.

Follow-Up Study of the Recipients of the Trustee Scholarship, 1974-1985. Volume XVI, No. 6.

William Rainey Harper Coll., Palatine, Ill. Office of Planning and Research.

PUB DATE- 88

NOTE- 38p.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- *Academic Achievement; Awards; *College Graduates; Community Colleges; Followup Studies; *Outcomes of Education; *Scholarships; Student Characteristics; Two Year Colleges; *Two Year College Students

A follow-up study was conducted at William Rainey Harper College (WRHC) to assess post-graduation experiences of students who received a Trustee Scholarship award between 1974 and 1985 and to determine the impact of the award on students' lives. Surveys were sent to 172 former Trustee Scholarship recipients, requesting information on current employment and educational status, present educational goals, grade point average (GPA), relationship of WRHC major to transfer major or employment, salary, and perceptions of their WRHC experiences. Study findings, based on a 65% response rate, included the following: (1) 67% of the former Trustee Scholarship recipients were currently employed full time, with 52% working in fields closely related to their WRHC major; (2) 14% were enrolled in college full-time, 15% planned to return to college

Honda Motor Co. et al., and the Justice Department complaint and the preliminary consent decree pertaining to the case. (RH)

ED 295 732 PS 017 381

Corporate Child Care Options. A Position Paper by Catalyst. RR#1.
Catalyst, New York, N. Y.
PUB DATE- 87
NOTE- 10p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Day Care Centers; *Employer Supported Day Care; *Family Day Care; Flexible Working Hours; *Fringe Benefits; *Information Services; Job Sharing; Networks; Part Time Employment; Referral; Seminars
IDENTIFIERS- *Dependent Care Assistance Plans; Flexible Benefit Plans; Parental Leave

Described are principal options through which employers may address the child care concerns of their employees. Options fall into four general categories: financial assistance, time availability, direct care services, and provision of information. The principal options in the category of financial assistance are dependent care assistance plans and flexible benefits plans offering dependent care options. Employers may make additional time available or flexible for employees through parental leave policies, part-time work options, and alternative work schedules. The most familiar and visible of the child care options is the on-site or near-site child care center, but an increasingly popular option is corporate support of family day care homes or systems, in which four or five children are cared for by a provider in the provider's home. Employers choosing to provide information on work- and family-related issues for employees can effectively raise morale and help to reduce the stress of holding two full-time jobs (as parent and employee) simultaneously. These information options include child care information services and work and family seminars. (RH)

Cooperation; Educational Objectives; Educational Trends; *Elementary School Curriculum; Family School Relationship; Foreign Countries; *Primary Education; Program Descriptions; *Public Schools; School Administration; *School Organization; School Schedules; Student Evaluation; Teacher Education; Teaching Methods; Welfare Services
IDENTIFIERS- *Sweden

This report provides an overview of primary education in Sweden. Briefly described are: (1) the reform of teacher training in Sweden; (2) the organization of the comprehensive school; (3) public school attendance; (4) school schedules; (5) curriculum; (6) student evaluation; (7) curriculum goals; (8) school responsibilities; (9) current problems in Swedish primary education; (10) educational trends; (11) reform of the state school administration; (12) the number of comprehensive schools and teachers in Sweden and mean class sizes; (13) instructional methods; (14) in-service teacher training; (15) school welfare activities; (16) social welfare enterprises, including day-homes, nursery schools, kindergartens, and corresponding preschool care institutions; (17) cooperation between preschools and primary education; and (18) cooperation and communication between homes and schools. (RH)

ED 295 746 PS 017 404

Primary Education in Cyprus. Project No. 8: Innovation in Primary Education.
Council for Cultural Cooperation, Strasbourg (France).
REPORT NO.- DECS/EGT-84-95-rev
PUB DATE- 13 Apr 88
NOTE- 9p.; For related documents on the Council for Cultural Co-operation (CDCC) Project No. 8 on "Innovation in Primary Education", see PS 017 402-406 and PS 017 415-417.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Class Size; Coordination; *Educational Change; Educational Cooperation; *Educational Objectives; Educational Responsibility; Educational Trends; Elementary School Curriculum; Family School Relationship; Foreign Countries; Grouping (Instructional Purposes; *Primary Education; Program Descriptions; *Public Schools; School Community Relationship; School Schedules; Services; Student Evaluation; Teacher Education

collection, analysis, and findings of the Classroom Strategy Study, an investigation of 98 elementary school teachers' general strategies for coping with problem students and their ways of dealing with typical problem behaviors associated with each of 12 types of problem students. Working in the public schools of either a small or large city, participating teachers were nominated by their principals as either outstanding or average in dealing with problem students. Problem students were categorized as: (1) failure prone; (2) perfectionist; (3) underachiever/alienated; (4) low achiever; (5) hostile-aggressive; (6) passive-aggressive; (7) defiant; (8) hyperactive; (9) distractible; (10) immature; (11) peer-rejected; and (12) shy/withdrawn. In general, findings of the study indicated that the higher rated teachers expressed more willingness to become personally involved in working with problem students, more confidence in their ability to elicit significant improvement in the problem behavior, and a richer description of long-term prevention or solution strategies. Qualifications and elaborations of the general findings revealed the way general strategies interacted with situational and context factors. Additionally, differences were found between effective practices in early versus later grades and small versus large schools. (RH)

ED 295 760 PS 017 495

Bennett, William J.
James Madison Elementary School: A Curriculum for American Students.
Department of Education, Washington, DC.
PUB DATE- Aug 88
NOTE- 64p.; For a companion volume, "James Madison High School: A Curriculum for American Students," see ED 287 854.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Standards; Cognitive Development; *Core Curriculum; Course Content; *Curriculum Development; *Demonstration Programs; Elementary Education; *Elementary School Curriculum; Elementary Schools; Student Motivation
IDENTIFIERS- Excellence in Education; *James Madison Elementary School Curriculum

Reported in this document are the Secretary of Education's personal recommendations for a sound elementary school core curriculum, presented by means of a report on a fictional "James Madison Elementary School." The report opens with discussion of the well need to explore new experiences and to develop new skills that challenge them to reach for higher goals and help them cope with today's pressures. This guide is intended to assist counselors and teachers design preventive group counseling programs by presenting basic tenets of counseling and specific student activities. Chapter 1 describes a holistic counseling approach that focuses on all emotional, social, mental, and physical factors which contribute to growth and development of the whole person. Chapter 2 discusses developing confidence in students and suggests activities relating to feelings/values/attitudes, families and friends, and decision making. Chapter 3 contains material intended to train teachers/counselors and parents/guardians in the systematic use of behavior modification to bring about improved behavior patterns and self-discipline in Indian children. Chapter 4 addresses the problem of substance abuse, while Chapter 5 presents a primary prevention approach to substance abuse which assists students in developing healthy personality traits, personal/career goals, coping skills, and alternative leisure time activities. Chapter 6 identifies crisis situations and crisis intervention techniques. (NEC)

ED 295 774 RC 016 633

Improving Achievement Levels of Migrant Students: A Framework for Texas Schools. Migrant Education Series.
Texas Education Agency, Austin. Div. of Special Programs.
REPORT NO.- CU8-320-01
PUB DATE- Jan 88
NOTE- 26p.
AVAILABLE FROM- Publication Distribution Office, Texas Education Agency, 1701 North Congress Ave., Austin, TX 78701 ($2.00).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Academic Achievement; *Educational Objectives; Elementary Secondary Education; Migrant Children; *Migrant Education; Migrant Youth; School Districts; State Programs
IDENTIFIERS- Migrant Education Program; *Texas

Developed in response to the Chapter 1 Migrant Education Program (1967), this framework provides Texas school districts and local education agencies (LEAs) with a process of creating, implementing, children, fit into an acceptable price range for educational settings, have good user support from developers or distributors, are readily available, and are easily installed. Popular input devices discussed include "Muppet Learning Keys," "Power Pad," "Adaptive Firmware Card," "TouchWindo," "Voice Master," "Multi-Switch Adapter Box," and switches such as the ones from Prentke Romich Co. and Zygo Industries, Inc. (Author/JDD)

ED 295 389 EC 202 828

Developmental Disabilities Program. Hearing on H.R. 1871. A Bill To Amend the Developmental Disabilities Assistance and Bill of Rights Act To Extend the Programs Established in Such Act, and for Other Purposes, before the Subcommittee on Health and the Environment of the Committee on Energy and Commerce. House of Representatives, One Hundredth Congress, First Session.

Congress of the U.S., Washington, DC. House Committee on Energy and Commerce.

PUB DATE- 20 Apr 87

NOTE- 97p.; The document contains small print and may not reproduce well. Serial No. 100-35.

AVAILABLE FROM- Superintendent of Documents, Congressional Sales Office, U.S. Government Printing Office, Washington, DC 20402.

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Legal/Legislative/Regulatory Materials (090)

DESCRIPTORS- Advocacy; *Developmental Disabilities; *Federal Legislation; *Federal Programs; Hearings; Opinions; *Organizations (Groups)

IDENTIFIERS- *Developmental Disabilities Program; Reauthorization Legislation

The transcript of the 1987 House of Representatives hearings on House Resolution 1871 concerning reauthorization of the federal Developmental Disabilities Program contains the text of the resolution, verbatim testimony and committee questions, prepared statements, and supplemental material. Organizations providing testimony or statements include the following: Department of Health and Human Services, American Psychological Association, United Cerebral Palsy Associations, Inc., American Association of University Affiliated Programs for Persons with Developmental Disabilities, National Association of Developmental Disability Councils, Office for Public Advocacy Division for Protection and Advocacy, and American Speech-Language-Hearing Association. (VW) and applied to subjects of varying age and to different types of tactual aids. Illustrative results from four profoundly hearing-impaired children (aged 8 to 10 years) showed that tactual vocoders allowed detection of high frequencies that were not available to the subjects through aided audition. In most cases with these subjects, performance on simple detection and discrimination tasks showed facilitative effects with tactual vocoders. Facilitative effects were further evidenced in more complex phonemic identification tasks for all subjects. Tables, figures, and 11 references are provided. (DB)

ED 295 403 EC 202 842

Hartman, Rhona C.; Redden, Martha Ross

Measuring Student Progress in the Classroom: A Guide to Testing and Evaluating Progress of Students with Disabilities, 1985-1986 Edition.

American Council on Education, Washington, DC. HEATH Resource Center.; National Clearinghouse on Postsecondary Education for Handicapped Individuals, Washington, DC.

SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Jun 85
NOTE- 8p.; For the 1982 edition see, ED 235 874.
CONTRACT- 300-80-0857
GRANT- G0084C3501
AVAILABLE FROM- HEATH Resource Center, One Dupont Circle, N.W., Suite 800, Washington, DC 20036.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- College Students; *Disabilities; *Evaluation Methods; Higher Education; Performance Tests; Standardized Tests; Test Format; *Testing
IDENTIFIERS- *Test Adaptations

The fact sheet focuses on considerations when testing adaptations are needed, provides some facts about disability, and identifies a variety of adaptations of testing procedures which have been developed and successfully used in schools, vocational training programs, and on college campuses. Testing adaptations are discussed in terms of disability verification procedures, consistency in policy, and maintenance of academic and technical interpreting, provides further training in a translator firm, and provides the student with an internship with an international firm overseas. (MSE)

ED 295 417 FL 016 591

Kozell, Cheryl
The Mechanics of Securing Funding--The Grants Offfice Perspective.
PUB DATE- Apr 86
NOTE- 15p.; In: Proceedings of the Fifth Annual Eastern Michigan University Conference on Languages for Business and the Professions (see FL 016 586).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Role; *Grantsmanship; Interdisciplinary Approach; Languages for Special Purposes; *Program Administration; *Program Development; Program Implementation; *Proposal Writing; Second Language Instruction

The perspective of the institution's grants office in securing and administering grants is important because it differs significantly from the project perspective. The project director focuses on the project concept, and the grants office addresses the institution's needs in administering it. The funding mechanism for interdisciplinary programs is similar to that of other programs, and the process includes developing the program plan, identifying funding sources, and writing the proposal. Each of these stages has problems and issues to be considered. Developing the plan includes the roles and commitments of participating departments or disciplines. Identifying funding sources includes tapping multiple sources for possible funding, looking for both formal and informal funding sources, and determining who should do the funding search. Writing the proposal includes good coordination of the proposal input and construction of the final product. There are techniques for developing projects and writing proposals to increase their likelihood of success. Competitive proposals demonstrate institutional commitment, strong program staff, long-range planning, good organization, good writing, a conservative and detailed budget, good cost-activity relationships, adherence to the guidelines for submission, strong justification of need, and strong likelihood of success. (MSE) different cultures. However, teaching about the cultural context of business is not simply a matter of describing non-American companies in American terms, and American-born language teachers usually have little experience with the target culture or its corporate subculture. Available sources for developing cultural information for classroom use include print and videotaped materials that are either specific to a country or relate to management and public policy. Recurring themes in literature concerning French corporate culture include the role of the state in business, consideration of what a French analyst expects to find when looking at a company, and proposals for improving companies' situations. The management of information is another area of considerable difference between France and the United States, and is examined in various ways in the literature. This is one illustration of the fact that management styles cannot simply be transplanted from one culture to another. (MSE)

ED 295 432 FL 016 606

Bousquet, Gilles
Establishing a Business Internship Program in Commercial French: A Case Study.
PUB DATE- Apr 86
NOTE- 15p.; In: Proceedings of the Fifth Annual Eastern Michigan University Conference on Languages for Business and the Professions (see FL 016 586).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Business Administration Education; Business Communication; College Second Language Programs; *French; Higher Education; *Internship Programs; *Languages for Special Purposes; *Program Development; Program Implementation; Second Language Instruction; State Universities; *Study Abroad; Summer Programs
IDENTIFIERS- University of Wisconsin Madison

An internship program in France, through which a group of French and business students from an American university spent 4 weeks in a medium-sized business, is described. The program's origins, development, and structure are reviewed, and the obstacles to implementation and their resolutions are discussed. Choices made and lessons learned from implementation are examined, and the changes being made for the next summer's program are outlined.

ED 295 446 FL 016 620

Voght, Geoffrey M.
Underlying Operational Premises.
PUB DATE- Apr 86
NOTE- 13p.; In: Proceedings of the Fifth Annual Eastern Michigan University Conference on Languages for Business and the Professions (see FL 016 586).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Business Administration Education; Business Communication; College Faculty; Cultural Education; *Educational Needs; *Educational Philosophy; Futures (of Society); Global Approach; Higher Education; International Trade; *Languages for Special Purposes; Liberal Arts; *Professional Education; Second Language Instruction

A review of the history and the literature of second language teaching for business and the professions suggests that the language teaching profession has certain operational premises for developing this curricular area. These assumptions are that: (1) the educational system must be responsive to the needs of society, one of which is for citizens highly trained in foreign languages and business; (2) applied languages are consistent with the humanities and the liberal arts tradition; and (3) the profession's efforts represent a necessary broadening of language training in the United States, which has traditionally been too narrowly focused. Such courses and programs must be considered as legitimate and desirable in academia and as vital to our effectiveness in the world in the future. (Author/MSE)

ED 295 447 FL 016 621

Bierstaker, Ann
A Language Proficiency Testing Model for Business Needs.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Class Activities; Classroom Techniques; *English (Second Language); *Geography; Grade 8; Instructional Materials; Junior High Schools; Junior High School Students; *Limited English Speaking; Reading Comprehension; School Orientation; *Social Studies; *United States History; Vocabulary Development; Writing Exercises

The learning packet is intended to provide the eighth grade social studies teacher with supplemental material for teaching beginning and intermediate students of English as a second language. It contains a variety of activities to assist in developing the student's vocabulary skills, reading comprehension, writing skills, and a working knowledge of the curriculum. The games, exercises, and puzzles included are designed to enhance the student's ability to participate in the classroom. The guide consists of sections on instructional techniques and suggestions for this student group and three units: (1) an orientation to school that conveys information about getting to school, school rules, and the code of student conduct, designed for use with many visual aids; (2) an introduction to geography providing basic map skills; and (3) a unit on the United States Constitution and nation building, including materials added and rewritten to assist teachers in preparing the students for the Maryland Test of Citizenship Skills. All three units contain numerous black line masters for duplication. (MSE)

ED 295 462 FL 017 403

Saporita, Richard D., Ed.
Foreign Languages: Teaching for Communication. A Compendium of Teacher-Authored Activities for Foreign Language Classes. Report of Workshops (Boca Raton, Florida, January 10, 1987-May 30, 1987).
Florida Atlantic Univ., Boca Raton.; Palm Beach County Board of Public Instruction, West Palm Beach, Fla.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Nov 87
NOTE- 278p.
LANGUAGE- English
EDRS Price - MF01/PC12 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Academic Achievement; Bilingual Education; *Bilingual Education Programs; Case Studies; Elementary Education; *English (Second Language); *Language Proficiency; Limited English Speaking; Outcomes of Education; Program Design; *Program Effectiveness; Second Language Learning; *Spanish; Spanish Speaking

IDENTIFIERS- *Port Chester Public Schools NY; *Two Way Bilingual Education

The two-way bilingual education program in Port Chester, New York, in which both native English-speaking and limited-English-proficient native Spanish-speaking students are given instruction in both languages, is described and its outcomes evaluated. Data on the performance of language-minority and language-majority students, gathered from norm-referenced tests and student interviews over three years, are displayed in 11 tables and analyzed in the text. In general, the findings support the use of the two-way bilingual program design for its emphasis on language learning as a resource rather than as a problem. Some less positive results in English language and mathematics development among native speakers are attributed to the complexity of implementing two curricula in one class. It is suggested that two-way bilingual programs, if properly monitored and supported, can recontextualize current second language education practices. (MSE)

ED 295 478 FL 017 419

Bardovi-Harlig, Kathleen; Bofman, Theodora

A Second Look at T-Unit Analysis.

PUB DATE- Mar 88

NOTE- 17p.; Paper presented at the Annual Meeting of the Teachers of English to Speakers of Other Languages (22nd, Chicago, IL, March 8-13, 1988).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Elementary Secondary Education; Grammar; *Language Tests; *Measurement Techniques; Phrase Structure; Second Language Instruction; Second Language Learning; *Sentence Structure; *Writing Skills

IDENTIFIERS- *T Units

An evaluation of the t-unit as the basic unit of analysis of second language development in written form argues that despite the t-unit's advantages, the sentence-based analysis is superior for

*Inferences; Intermediate Grades; *Reading Comprehension; *Reading Processes; *Reading Skills
IDENTIFIERS- *Text Processing (Reading)

A study compared text-connecting inferencing and text integration skills of hearing-impaired (HI) students who had surpassed the documented fourth-grade plateau in reading comprehension with those who had not. These groups were also compared to skilled and less-skilled normal-hearing (NH) fourth graders. Subjects read a four-page narrative and answered inference and premise questions. Results indicated that HI readers had greater difficulty making inferences than NH readers, but inferencing ability did not explain the differences between skilled and less-skilled HI readers. NH readers and skilled HI readers integrated premises separated in the text as easily as premises located adjacently. However, less-skilled NH readers were severely affected by premise distance, even when both premises were recalled. Thus, poor text integration may explain why some HI readers plateau in their reading achievement. The results have implications for comprehension monitoring and current instructional practices. (Author/MSE)

ED 295 494 FL 017 444

Pollock, Seymour
A Contrastive Approach to the Teaching of Pronunciation in ESL Classes.
PUB DATE- 88
NOTE- 12p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Classroom Techniques; *Comparative Analysis; Contrastive Linguistics; *English (Second Language); Phonology; Poetry; *Pronunciation Instruction; Second Language Instruction; Semantics; *Spanish; *Suprasegmentals

Research in contrastive linguistics suggests that in the teaching of English pronunciation to native speakers of Spanish, it is important for teachers to consider the aspects of each language expressed through different suprasegmentals, or prosodic features. What is often stated at the syntactic and/or lexical levels in Spanish is expressed in English only at the phonological level. In addition to awareness of sounds occurring in one language that are lacking in the other, phonemically distinct sounds in one language

Excellence for Service: A Report by the Commission on the Future of Independent Higher Education in New Jersey.

Association of Independent Colleges and Universities in New Jersey, Summit.

PUB DATE- Dec 87

NOTE- 39p.

AVAILABLE FROM- Association of Independent Colleges and Universities in New Jersey, P. O. Box 206, Summit, NJ 07901.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142) Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- Access to Education; Black Students; *College Planning; College School Cooperation; *Educational Quality; Educational Trends; Futures (of Society); Higher Education; Hispanic Americans; Intercollegiate Cooperation; *Long Range Planning; Minority Groups; *Private Colleges; Private Education; *School Community Relationship; State Aid; *Statewide Planning; Student Recruitment; Teacher Education; Values Education

IDENTIFIERS- *New Jersey

A comprehensive plan is provided to support and strengthen New Jersey's 16 independent colleges and universities. Five major challenges that these institutions and the state must collaboratively confront are discussed: strengthening the quality of collegiate education; keeping New Jersey economically competitive in national and world markets; educating minority students more effectively; preparing better teachers for better schools; and reaffirming social and civic values both on the campus and beyond. Among the recommendations are that each of the state's independent colleges define precisely its own purposes; develop a specific plan to recruit Black and Hispanic students from urban sections of the state; give priority to teaching; and find creative ways to blend specialized and general education. Establishing and enhancing several types of partnerships are also recommended: partnerships among independent colleges and with other institutions; partnerships with surrounding high schools; and partnerships with industry, particularly in providing scholarships to encourage high minority enrollments in math, science and engineering. Of crucial importance is partnership with the state, and recommendations are also made for expanding state support through the Aid Act in New Jersey and the Tuition Aid Grant Program as well as through the creation of several new programs. A descriptive list of the independent colleges and universities in New Jersey is appended, followed by a financial data sheet on state support to New Jersey independent institutions. (KM)

REPORT NO.- ISBN-0-88799-266-9
PUB DATE- Mar 88
NOTE- 218p.
AVAILABLE FROM- Council of Ontario Universities, 130 St. George St., Suite 8039, Toronto, Ontario, Canada M5S 2T4.
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Administrative Policy; College Administration; Comparable Worth; Day Care Centers; Employed Women; *Employment Practices; *Equal Opportunities (Jobs); Fringe Benefits; Higher Education; Language Usage; *Personnel Policy; *Salary Wage Differentials; Sex Bias; Sex Discrimination; *Sex Fairness; Sexual Harassment; Teacher Employment Benefits; *Women Faculty
IDENTIFIERS- *Ontario

Information, suggestions and guidelines are provided regarding employment equity for women in Ontario universities. Information is provided on the following topics: the office of the Employment Equity Coordinator; data and program development; employment systems (hiring, career development, compensation, and employees with family responsibilities); and the university environment (non-sexist language and imagery, women in nontraditional areas, safety and security, sexual harassment, and teaching and scholarship). The following materials are appended: "Women in the Universities of Ontario," Report of the Committee on the Status of Women, Council of Ontario Universities; Ontario Human Rights Commission employment application form and interview guidelines; a list of women's journals and newsletters, women's groups and associations; some considerations in operating a child care center; some considerations in establishing procedures for formal and informal resolution of complaints in cases of sexual harassment; resources for women at Ontario universities; and a glossary. A nine-page bibliography is provided. (KM)

ED 295 522 HE 021 445

Linder, Fredric; And Others
Locus of Control and Values of Adult Learners in Continuing Professional Education Programs.
PUB DATE- Feb 88
NOTE- 18p.; Paper presented at the Annual Meeting of the Eastern Educational Research Association (Miami Beach, FL, February 24-27,

Osher, Bill; Campbell, Sioux Henley
The Blue-Chip Graduate: A Four-Year College Plan for Career Success.
REPORT NO.- ISBN-0-934601-19-4
PUB DATE- 87
NOTE- 238p.
AVAILABLE FROM- Peachtree Publishers, Ltd., 494 Armour Circle, N.E., Atlanta, GA 30324 ($9.95).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Career Planning; *College Students; *Employment Qualifications; Higher Education; Interpersonal Competence; Job Search Methods; *Job Skills; Resumes (Personal); Student Attitudes; *Student Behavior; *Study Skills

A plan is presented that is intended to prepare students to become the type of college graduate (the "blue-chip" graduate) who is successful in a highly competitive job market. The following topics are discussed: "What College Students Want--Jobs"; "What Employers Want--Blue-Chip Graduates"; "How To Write a Term Paper, Coordinate Homecoming and Still Have Time To Party"; "Making the Grade(s)"; "Doctor, Lawyer, Chief Executive Officer"; "Practice Makes Perfect--The Importance of Work"; "BPOC (Big Person on Campus)"; "It's Who You Know--Building Contacts"; "Keeping Calm under Pressure and Making Sense of It All"; "Your Secret Goldmine--Campus Resources"; "What Makes Achievers Tick?"; "Doctor, Lawyer, Chief Executive Officer--The Sequel"; "It's a Jungle Out There--the Job Search"; "The Resume--Packaging the Blue Chip Graduate"; "How To Be a Silver-Tongued Devil--Interviewing"; "The Blue-Chip Payoff--Choosing the Best Offer"; and "The Blue-Chip Concept." Appendices discuss the following topics: "the four-year master plan"; "take stock of yourself"; "when to transfer to another school"; "should I get an advanced degree?" and "more to read" (a list of resources organized according to the book's chapter headings). (KM)

ED 295 536 HE 021 463

Report of the Task Force on Student Financial Aid. Expanding Opportunities for Higher Education for the Commonwealth: Quality, Access, and Choice with Recommendations of Chancellor Franklyn G.

Democratic Republic of Yemen, Philippines, Poland, Sri Lanka, Sudan, Tanzania, Union of Soviet Socialist Republics, Zambia, the State of West Bengal (India), Mali, Nepal, France, Indonesia and Peru. The following chapters are provided: "Introduction: The Situation, the Project and the Countries Involved"; "The Methodology Used"; "The Demand for Higher Education"; "Organization and Access to Higher Education"; "The Quantitative Development of Higher Education"; "The Operation of the Higher Education System"; "Transition from the World of Higher Education to the World of Work"; "The World of Work"; and "Conclusions: Implications for Higher Education Planners." Appendices provide statistical and socioeconomic data, student and graduate variables, and the study instruments. (KM)

ED 295 550   HE 021 488

Standard Current Descriptions of State and Federal Student Financial Assistance Programs for Use by Postsecondary Institutions in Complying with Part 53 of the Regulations of the Commissioner of Education.

New York State Education Dept., Albany. Office of Postsecondary Policy Analysis.

PUB DATE- Jan 88
NOTE- 66p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Federal Aid; *Federal Programs; Higher Education; Program Descriptions; Scholarships; State Aid; State Federal Aid; *State Programs; *Student Financial Aid; *Student Loan Programs; Tuition Grants
IDENTIFIERS- *New York

This booklet provides updated information (as of August 1987) on state and federal financial assistance programs available to postsecondary students in the state of New York. Program descriptions are divided into two sections: state-administered programs and federal programs. Each program description provides information on application procedures, selection of recipients and allocation of awards, award schedules, (including amounts by type of institution and category of student), and responsibilities of recipients. An amendment to the regulations of the Commissioner of

Akinyemi, Kunle

Utilisation of Educational Television in Nigeria: For Cosmetics or for Effect?

PUB DATE- Jul 86

NOTE- 21p.; Paper presented at the International Television Studies Conference (London, England, July 10-12, 1986).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Historical Materials (060) Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Adoption (Ideas); *Developing Nations; *Educational Television; Elementary Secondary Education; Foreign Countries; Higher Education; *Information Dissemination; Interactive Video; Nonformal Education; Teacher Education; Television Research; *Television Viewing

IDENTIFIERS- Nigeria

This document begins by detailing the history of Nigerian television in the areas of politics and development, entertainment and culture, and information dissemination, news, and education from 1959 to the present. The use of television in Nigerian education at all levels, including elementary and secondary, higher, informal, and nonformal education, is then discussed in depth. Particular issues addressed are the extent to which educational television--open circuit educational television broadcasts of state and network stations--is being utilized to enhance learning and instruction in pre-primary through secondary schools and in teacher training colleges; video applications in Nigerian education; and barriers to the use of educational television in Nigeria. Tabular analyses of typical television broadcasts are also provided, as well as discussions of the limitations of broadcast television and characteristics of video television and their implications for learning. In addition, a number of problems with educational television that are linked to Nigeria's level of development and poverty are presented, including: (1) paucity and erratic nature of electricity; (2) high cost of television sets; (3) limited ownership of videos; (4) limited equipment repair services; and (5) lack of technical training programs. The report concludes by recommending that Nigeria not pursue additional applications of television, e.g., interactive video, until the country is economically ready for it. (15 references). (CGD)

Telecommunications Policy Research Conference. Broadcast Deregulation Section. Papers.

Telecommunications Policy Research Conference, Inc., Washington, DC.

PUB DATE- Sep 87
NOTE- 27p.; Papers presented at the Telecommunications Policy Research Conference (15th, Airlie, VA, September 27-30, 1987). For the conference program and additional papers, see IR 013 160-182.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Advertising; *Broadcast Industry; *Commercial Television; Financial Support; Programing (Broadcast); *Technological Advancement; *Videotex
IDENTIFIERS- *Deregulation; *Narrowcasting (Communication); United Kingdom; United States

Two papers presented in the broadcast deregulation section analyze narrowcasting and the effects of commercialization of British television respectively. The first paper, "The American Model through British Eyes" (Jay G. Blumler and Carolyn Spicer), describes research undertaken at the request of the British government-appointed "Peacock Committee" by the Centre for Television of the University of Leeds on the consequences of seeking alternative funding sources, including advertising and sponsorship, on British television. Interviews with 75 American television executives, producers, and writers, and 120 British program makers form the basis of the inquiry. The paper draws comparatively on this material to define the main values at risk in a deregulated television system that is heavily dependent on advertising revenue. A list of eight references is provided. The second paper, "The Economics of Narrowcasting" (W. Russell Neuman), analyzes the tension between new technologies which make possible more personalized and specialized narrowcast communication, and the distribution of public communication which constrains narrowcasting. The paper questions whether there are available policy options which would facilitate new technological options, such as personalized videotext and teletext systems, even in a climate of regulatory restraint. Only an abstract is provided for the second paper. (Author/EW)

DESCRIPTORS- *Computer Assisted Instruction; *Courseware; *Educational Objectives; Elementary Education; Elementary School Mathematics; Elementary School Science; Langunge Arts; Microcomputers; *State Standards
IDENTIFIERS- Software Evaluation; *South Carolina Basic Skills Assessment Program

A consolidated, updated edition of the microcomputer software South Carolina Basic Skills Assessment Program (BSAP) correlation books that have been published by the Office of Instructional Technology since May 1984, this book serves as a reference to available software programs which address BSAP objectives for grades 1-8 in all three BSAP curriculum areas--language arts, mathematics, and science. The language arts section is divided into five parts--reading, writing, teacher utilities, Cognitive Skills Assessment Battery (CSAB), and Data Base/Curriculum Systems. The mathematics section has a short teacher utility part in addition to the basic instructional software listing, but there is no teacher utility part in the science section. Neither the mathematics nor the science sections include CSAB or Data Base/Curriculum Systems listings. Entries are organized by curriculum area and include title of software, Dewey Decimal classification, application, grade level, BSAP objective, computer-assisted instruction mode, system requirements, producer/vendor, and price. The complete statements of the BSAP objectives are presented, and a software evaluation checklist and the Project SEED (Software Evaluation Exchange Dissemination) evaluation instrument are included with explanations. Producer/vendor addresses are listed. (MES)

ED 295 593 IR 013 244

Phillips, Eva; And Others
Integrating Computers into the Curriculum--Kindergarten.
North Carolina State Dept. of Public Instruction, Raleigh. Media and Technology Services.
PUB DATE- 87
NOTE- 26p.; For lesson plans for grades 4-8, see IR 013 245.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Art Education; Communication Skills; *Computer Assisted Instruction; Computer Literacy; *Courseware; Elementary School Mathematics; Elementary School Science; Kindergarten; *Learning

ED 295 608 IR 013 260

Black, John B.
Reducing Isolation: Telecommunications and Rural Development. The Sixth Arkleton Lecture.
PUB DATE- 6 Oct 86
NOTE- 16p.; This report is vested in The Arkleton Trust. Paper presented at the Conference on Research on Computer Conferencing (Guelph, Ontario, Canada, October 6, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Developed Nations; Foreign Countries; *Rural Development; *Telecommunications
IDENTIFIERS- *Canada

This discussion of the potential role of telecommunications in rural development begins by identifying education, culture and recreation, social pursuits, information exchange, political activity, community development, and business opportunities as activities that might be benefitted by the use of telecommunications. The capabilities and applications of computer conferencing and the complex technologies such as communications satellites that are needed to be able to offer such services are then considered, as well as applications of remote sensing and telemetry systems of interest in the context of rural telecommunications. The Grassroots project, which brought telecommunications services to rural areas of Manitoba, is used as an example. (MES)

ED 295 609 IR 013 261

Shermis, Mark D.
Utilization of Computer Technology in the Third World: An Evaluation of Computer Operations at the University of Honduras.
PUB DATE- Oct 87
NOTE- 27p.; Paper presented at the Annual Meeting of the American

simulations; perceived credibility of female peer talent in computer instruction; academic preparation for instructional technology and competency and job success; computer animation and instructional design; instructional intervention for hearing-impaired adults; theoretical foundations of educational technology; design of CAI software for teachers without programming experience; individualizing CAI; an application of the Fishbein attitude-behavior consistency model to learning computer operation; heuristic methods applied to the design of intelligent CAI; professional ethics; cognitive psychology, cognitive processing, and instructional design; cognitive style and subliminal instruction; programming of a concept learning lesson and branching; and instructional development and teacher education. Also included are a symposium on technological equity and a proposal for a "third wave" educational system. Cumulative author and descriptor indexes for the 1985, 1986, 1987, and 1988 conference proceedings are provided. (EW)

ED 295 622 IR 013 332

Ahmad, Mahassen
The Effect of Computer Based Feedback on Using Cognitive Strategies of Problem Solving.
PUB DATE- 87
NOTE- 22p.; In: Proceedings of Selected Research Papers presented at the Annual Meeting of the Association for Educational Communications and Technology (New Orleans, LA, January 14-19, 1988). For the complete proceedings, see IR 013 331.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cognitive Measurement; *Cognitive Style; *Computer Assisted Instruction; Correlation; *Feedback; Intermode Differences; *Learning Strategies; Pretests Posttests; *Problem Solving; *Spatial Ability
IDENTIFIERS- Guided Discovery Approach

This study investigated the effects of solution-oriented and strategy-oriented feedback when using interactive computer-assisted instruction. The feedback confirmed problem solving strategies that were either similar to the learner's cognitive strategies (i.e., spatial strategies) or different from the learner's cognitive strategies (i.e., perceptual strategies). A pretest consisting of films: making the film "fun" to watch; assessing the target audience; using actors who are similar to the target audience; using written teacher's guides and follow up discussions; and using realism that is relevant to the viewer. Comments from the film-makers provided some information about the low rate of return, as responses indicated an unwillingness to agree on a set of guidelines, given the complicated nature of the subject, and also a reluctance to reveal successful techniques because of the highly competitive nature of film-making. It is suggested that these comments indicate a need for further research on the art of persuasive film-making. (28 references) (EW)

ED 295 636 IR 013 346

Di Vesta, Francis J.; Rieber, Lloyd P.

Characteristics of Cognitive Instructional Design: The Next Generation.

PUB DATE- Jan 88

NOTE- 13p.; In: Proceedings of Selected Research Papers presented at the Annual Meeting of the Association for Educational Communications and Technology (New Orleans, LA, January 14-19, 1988). For the complete proceedings, see IR 013 331.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Cognitive Processes; *Cognitive Psychology; *Instructional Design; *Instructional Development; *Instructional Effectiveness; *Learning Strategies; Models

This discussion of the contributions that cognitive psychology can make to the next generation of instructional design methods begins by comparing behaviorally-based and cognitively-based instructional design systems. Some possible improvements in instructional design are then presented, and it is argued that cognition, or student thought processing, plays a role in learning, and that improvements can occur only when designers actively incorporate findings on information processing into the instructional process. The application of cognitive psychology to the following areas of instructional design is detailed: objectives, kinds of knowledge, learning strategies, evaluation, timing the delivery of components in instructional design, states of knowledge, and criteria for effective evaluation. Finally, the cognitive themes discussed above are incorporated into a simplified instructional design model. The

EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Concept Formation; Concept Teaching; Graduate Students; Higher Education; *Instructional Design; Intermode Differences; *Learning Strategies; Models; Pretests Posttests; *Retention (Psychology); *Videodisks
IDENTIFIERS- *Concept Acquisition; Elaboration; Interactive Systems; *Prototype Acquisition

This study compared instructional methods using interactive video in order to test the prototype model of concept acquisition and to assess the kinds of prototypes that learners develop. The subjects were 30 graduate students at two universities, who were randomly assigned to one of three treatment groups and completed an interactive video program on styles of art. The coordinate concept lesson featured the Baroque and Renaissance and Impressionistic and Post-Impressionistic styles as close-in/non-example sets, with each pair providing far-out non-examples for the other. The three treatments followed a pretest and presentation of the text to introduce the coordinate concept of styles of art: (1) prototype only, providing only the concept knowledge development phase of concept acquisition; (2) prototype plus practice, providing for the development of conceptual knowledge plus procedural knowledge; and (3) prototype plus elaboration plus practice, providing for development plus elaboration of conceptual knowledge plus procedural knowledge. Although a significant difference was found between the prototype only (control group) and the other treatments, no significant difference was found between the prototype plus practice and prototype plus elaboration plus practice treatments. A comparison of retention scores was not possible due to a problem with the computer program, but it is suggested that the elaboration strategy might well stimulate more resistant performance. (EW)

ED 295 651 IR 013 361

Koetting, J. Randall
Educational Connoisseurship and Educational Criticism: Pushing beyond Information and Effectiveness.
PUB DATE- Jan 88
NOTE- 17p.; In: Proceedings of Selected Research Papers presented at the Annual Meeting of the Association for Educational Communications and Technology (New Orleans, LA, January 14-19,

Smith, Patricia L.; Wedman, John F.
The Effects of Organization of Instruction on Cognitive Processing.
PUB DATE- Jan 88
NOTE- 10p.; In: Proceedings of Selected Research Papers presented at the Annual Meeting of the Association for Educational Communications and Technology (New Orleans, LA, January 14-19, 1988). For the complete proceedings, see IR 013 331.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cognitive Processes; *Cognitive Structures; *Encoding (Psychology); Graduate Students; Higher Education; *Instructional Design; *Intermode Differences; *Learning Strategies; *Protocol Analysis; Psychological Studies; Teaching Methods
IDENTIFIERS- *Learner Controlled Instruction

This study compared the effects of an elaborated unit of instruction and a hierarchical unit on students' online processing activities, efficiency of encoding new information, and facility in solving problems. Participants were six education graduate students rated as novices on the to-be-learned content--a unit on the principles of photography. Two versions of the unit were developed, a hierarchical version and a modified elaboration version. The elaborated version contained an epitome which introduced variables affecting picture quality and established the relationship between the variables. The results of analysis of the read-think-aloud protocols completed by each participant showed that participants responding to the hierarchical version performed many more elaborations than participants responding to the elaborated version. In addition, the hierarchical group performed more of the embedded practice items than the elaboration group. Finally, the average reading time of a targeted section for the hierarchical group was 8.3 minutes, compared to 6.0 minutes for the elaboration group. This reading time difference was expected, as the elaboration group had been exposed to an epitome which facilitated the encoding of new information within an already established cognitive structure of the basic relationships among variables. One table is included. (15 references) (EW)

DESCRIPTORS- Foreign Countries; *Information Technology; Interlibrary Loans; *International Cooperation; *Library Automation; *Library Cooperation; *Library Networks; Online Systems; Optical Data Disks

IDENTIFIERS- *Europe (West); *North America

The proceedings of this symposium contain the texts of 21 presentations: (1) "The Alexandriana Library: A New Opportunity in International Library Cooperation" (Stuart Ede); (2) "Conservation, Culture and Curriculum" (Brendan Loughridge); (3) "European Library Cooperation: An EC (European Community) Standpoint" (Ariane Iljon); (4) "Library Cooperation within the Ligue des Bibliotheques Europeennes de Recherche (LIBER)" (Hans-Albrecht Koch); (5) "The Use of New Information Technologies (NITs) in Libraries in the Federal Republic of Germany (Results of The Study EEC-LIB2/5)" (Heinz Habermann); (6) "History of Library Automation: Nostalgia or Advice for the Future" (Morten Hein); (7) "LIBRIS in the Melting Pot" (Lars-Erik Sanner); (8) "Siemens and Library Automation" (Albert Hahn); (9) "The Impact of Technology on the Work of the Subscription Agency" (Jacques Ch. Germain); (10) "MICROMARC: Library System for the PC (Personal Computer)" (Vidar Ingebretsen); (11) "CD-ROM in the Library: It's More Than the Fiche of the 21st Century" (Ellen M. Pearson and Ron McKinnon); (12) "Updating of Online Catalogue on CD-ROM?" (Karl Wilhelm Neubauer); (13) "Multistate Library Networks: A Model for Lay Representation on Library Network Boards" (Louella V. Wetherbee); (14) "European and North American Library Cooperation: Opportunities for Resource Sharing" (David Buckle); (15) "Automated Library Networking in North America: New Realities, Major Trends" (Charles R. Hildreth); (16) "Planning for International Interlibrary Loans" (Collette Mak); (17) "TRANSDOC: European Programme for Electronic Storage and Document Delivery" (Jacques Soule); (18) "Technological Developments Relevant to Library Cooperation" (Michael K. Buckland); (19) "Open Systems Interconnection (OSI): Problems and Possibilities for the Federal Republic of Germany" (Christine Bossmeyer); (20) "Communications Channels and Networks: Facilitating Information Transfer and Exchange" (David I. Raitt); and (21) "Computer Conferencing for Enhanced Communication: Its Potential for Academic and Research Communities" (Ellen M. Pearson). The text is supplemented by various tables, figures, and photographs, and each paper contains bibliographic references or notes. A list of the symposium participants is also provided. (EW)

ED 295 679 IR 052 387

a contact person, and the name, address, and telephone number of the college. The compendium includes programs in art, banking and financial services, broadcasting and television, calculus, chemistry, college preparation, commercial art technology, computer-integrated manufacturing, computer training, cooperative associate degrees, coordinated studies, culinary arts, hotel restaurant management, dental hygiene, diagnostic medical imaging, dietetics, early English composition assessment, furniture manufacturing, General Educational Development assistance, hazardous materials management, industrial video production, interior design, nursing, office information technology, photo offset, physician assistance, music, psychology, radiologic technology, respiratory care, restaurant and hotel cookery, special topics, substance abuse counseling, swine management, technical writing and editing, and entrepreneurial development. In addition, descriptions are provided of two honors programs, a learning center using interactive video and computer-assisted instruction, a program for displaced homemakers, a fully networked campus, an integrated program for high school and community college students, a retraining program for displaced auto workers, an alternative delivery system for basic skills instruction, a cooperative hotel training program, and a program for high school dropouts. (MDB)

ED 295 693 JC 880 247

Baratta, Frank; Apodaca, Ed C.
A Profile of California Community College Transfer Students at the University of California. Revised .
California Univ., Berkeley. Office of the President.
PUB DATE- Feb 88
NOTE- 56p.; This report contains tables with very small print.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTORS- *College Transfer Students; Community Colleges; *Enrollment Trends; Higher Education; State Surveys; *State Universities; *Student Characteristics
IDENTIFIERS- *California

A study was conducted by the University of California (UC) to investigate trends in community college transfer rates between 1965 and 1987; institutional origins, characteristics, and first-year performance of transfer students; and student persistence and

Bishop State Junior Coll., Mobile, AL.
PUB DATE- 88
NOTE- 9p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Community Colleges; Comparative Analysis; *Correlation; *Reading Skills; Reading Tests; *Self Evaluation (Individuals); Student Placement; Two Year Colleges; *Two Year College Students

A study was conducted at a public, open-door junior college to determine whether students' perceptions of their reading abilities could be used to predict their actual reading skills. The American College Testing Program ASSET test and the Nelson-Denny Reading Test (NDRT) were administered to 443 first-time freshmen. The students were also asked to indicate on the ASSET Educational Planning Form if they did, did not, or might need help with their reading skills. Study findings included the following: (1) of the 443 students, 30% were placed in a course designed for students reading below the 9th grade level, 19.6% were placed in a course for students reading above the 9th grade level but below college level, and 15.3% were enrolled in a course designed for students reading at or above college level; (2) of the students with college-level reading scores on the NDRT, 6 indicated that they needed help with their reading skills, 8 said they might need help, and 32 said they did not need help; (3) of the students with reading scores between the 9th and 13th grade levels, 31 felt they needed help, 38 said they might need help, and 107 said they did not need help; (4) of the students with reading scores between the 3rd and 9th grade levels, 43 said they needed help, 41 said they might need help, and 137 said they did not need help; and (5) students' perceptions of their skill levels were found to be statistically independent of their actual skill levels. (EJV)

ED 295 707 JC 880 275

Cohen, Arthur M.
A Preliminary Effort at Producing Statements on What Works in Community Colleges.
PUB DATE- Jun 88
NOTE- 63p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

within the next year, and 21% planned to return to college at some time; (3) since leaving WRHC, 80% had attended another college, and 57% had obtained a bachelor's or higher degree; (4) 86% were employed as beginning or experienced professionals, earning an average annual salary of $23,500; (5) though most respondents indicated that they had received little help from WRHC in developing their managerial skills, 69% indicated that they supervised the work of other people in their jobs; and (6) over half of the respondents indicated that the Trustee Scholarship had allowed them to save money to further their education, 25% said it permitted them to work fewer hours while attending WRHC, and 20% indicated that they could not have attended WRHC without the award. Detailed study findings and the survey instrument are appended. (EJV)

ED 295 720 JC 880 303

Mussell, Roger; Lucas, John A.
Follow-Up Study of Former Graduates of the Electronic Program. Volume XVI, No. 7.
William Rainey Harper Coll., Palatine, Ill. Office of Planning and Research.
PUB DATE- 20 Jan 88
NOTE- 35p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *College Graduates; Community Colleges; Education Work Relationship; *Electricians; *Electronics; *Employment Patterns; Graduate Surveys; *Participant Satisfaction; Salaries; Two Year Colleges; *Two Year College Students; Vocational Education; Vocational Followup

In summer 1987, a follow-up study of Electronic Program graduates was conducted at William Rainey Harper College (WRHC) to determine their current employment status, to solicit their evaluation of the program, and to identify potential alumni resources for the program. Surveys were mailed to 400 former students who had graduated from the program between 1969 and fall 1986. Study findings, based on a 35.5% response rate, included the following: (1) 91.5% of the graduates were employed full-time, with 90% working in a field at least somewhat related to electronics; (2) the mean full-time salary of the employed respondents was $30,500, which was higher than that of most WRHC career program alumni; (3)

ED 295 733 PS 017 382

Sheinberg, Randy; And Others
Report on a National Study of Parental Leaves.
Catalyst, New York, N. Y.
SPONS. AGENCY- Kellogg Foundation, Battle Creek, Mich.; Revlon Foundation, Inc., New York, NY.
PUB DATE- 86
NOTE- 79p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Business Administration; *Employer Attitudes; *Fringe Benefits; National Surveys; *Policy Formation; Tables (Data)
IDENTIFIERS- *Corporate Policy; *Parental Leave; Policy Implementation; Policy Research

Detailed are the research findings of a national study of parental leaves. Basic objectives of the study were to: (1) collect data that would provide a picture of current leave policies, practices, and attitudes at some of the nation's largest companies; (2) discover how policy translated into practice by gathering information about the experiences and attitudes of individual leave-takers; (3) provide a source of information for policy planners to use in evaluating, developing, and implementing policies; and (4) investigate and address barriers to changes in corporate policy. The survey included four components: (1) a survey of the nation's top corporations; (2) group interviews with employees which explored their responses to, and experiences with, company policy; (3) interviews with human resources personnel; and (4) a review of the literature on the subject. Findings are discussed in terms of corporate policy, translation of policy into practice, corporate attitudes and evolving policy, and policy recommendations designed to enable an employer to strike an effective balance between the priorities of a company and those of its employees. (RH)

ED 295 734 PS 017 386

Phillips, Carol Alexander
Iowa Prekindergarten/Kindergarten Task Force Report.
Iowa State Dept. of Education, Des Moines.
PUB DATE- Oct 87

IDENTIFIERS- *Cyprus

This report provides an overview of primary education in Cyprus. Section 1 delineates: (1) official aims; (2) responsibility for the organization of primary education at national, regional, local, and school levels; (3) links between pre-primary and primary education and between primary and lower secondary education; (4) number of primary school pupils and teachers; (5) arrangements for grouping pupils and official class sizes; (6) length of the school day, the school week, and the school year; (7) major areas of the primary school curriculum; (8) main methods of pupil assessment; (9) arrangements for the initial and in-service training of teachers; (10) support services; and (11) institutional links between the primary school, parents, and the community. Section 2 briefly identifies problems, trends, and intended changes or reforms. Section 3 provides bibliographic information about a study of the primary school curriculum and a study of teacher opinions of leadership qualities needed by school principals and inspectors. (RH)

ED 295 747 PS 017 405

Primary Education in Austria. Project No. 8: Innovation in Primary Education.
Council for Cultural Cooperation, Strasbourg (France).
REPORT NO.- DECS/EGT-84-104-rev
PUB DATE- 10 May 88
NOTE- 22p.; For related documents on the Council for Cultural Co-operation (CDCC) Project No. 8 on "Innovation in Primary Education", see PS 017 402-406 and PS 017 415-417.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Coordination; Disabilities; *Educational Change; Educational Cooperation; *Educational Objectives; Educational Responsibility; Educational Testing; Educational Trends; *Elementary School Curriculum; Family School Relationship; Foreign Countries; Grouping (Instructional Purposes); Migrant Programs; *Primary Education; Program Descriptions; *Public Schools; School Community Relationship; *School Organization; School Schedules; Services; Student Evaluation; Teacher Education; Teaching Methods
IDENTIFIERS- *Austria

This report provides an overview of primary education in Austria. Section 1 describes: (1) the structure of the school system; (2) school organization; (3) admission to primary school; (4) premature importance of commitment to course content and instruction in basic skills in elementary schools, the necessity of integrating content in elementary curriculum, and obstacles that may face implementation of the core curriculum. A chart outlining the program's educational goals precedes a more detailed description of the proposed program, which is for grades kindergarten through 8. Discussion focuses on the current status and suggested goals by grade for English, social studies (history, geography, and civics), mathematics, science, foreign language, fine arts, and physical education/health. Suggested reading lists (with emphasis on classics of children's literature) for grades K-3, 4-6, and 7-8 are provided in the English section. Included after the discussion of each subject area are profiles of curricular excellence from actual programs around the United States. (SKC)

ED 295 761 PS 017 500

Jarvis, Carolyn; Schulman, Robert B.
Third-Grade Follow-Up of the Longer-Term Effects of All-Day Kindergarten. 1986-87 O.E.A. Evaluation Report.
New York City Board of Education, Brooklyn. Office of Educational Assessment.
PUB DATE- Jul 88
NOTE- 41p.; Prepared by the Early Childhood Evaluation Unit.
AVAILABLE FROM- Office of Educational Assessment, New York City Board of Education, 110 Livingston Street, Brooklyn, NY 11201.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Comparative Analysis; *Enrollment; Followup Studies; Grade 3; *Kindergarten; Limited English Speaking; Longitudinal Studies; *Mathematics Achievement; Primary Education; *Program Effectiveness; Program Evaluation; Public Schools; *Reading Achievement; Student Promotion
IDENTIFIERS- *Full Day Programs; *Half Day Programs; New York (New York)

City-wide all-day kindergarten was instituted in the New York City public schools in the 1983-84 school year. Follow-up studies of two evaluations of all-day kindergarten, a prospective study and a retrospective study, were undertaken to examine whether enrollment in all-day kindergarten (ADK) resulted in higher third-grade academic achievement than did enrollment in half-day (HDK) kindergarten. An additional study traced early grade enrollment and

and evaluating a basic skills growth plan to enhance achievement levels of all migrant students. The rationale of the framework indicates migrant student deficiencies in mastering math, reading, and writing objectives, and it notes the high percentage of overage migrant students in all grades 1 through 12. The paper describes the concept of the basic skills growth plan, as well as the federal and state context of expectations for such plans. A management model illustrates a systems analysis method for the development of a basic skills growth plan. Implementation of the plan includes five components: (1) a comprehensive, districtwide curriculum; (2) instruction--student assessment/placement, instructional coordination, instructional strategies and ongoing monitoring of student progress; (3) parental involvement; (4) testing/measurement; and (5) staff/development/personnel training. The framework suggests evaluation of the basic skills growth plan in terms of at least 10 critical attributes that bring about an effective supplementary instructional program for migrant students. (SV)

ED 295 775 RC 016 634

Identification and Recruitment of Migrant Students: A Framework for Texas Schools. Migrant Education Series.
Texas Education Agency, Austin.
REPORT NO.- T18-320-002
PUB DATE- 87
NOTE- 41p.; Migrant Education Series.
AVAILABLE FROM- Publications Distribution Office, Texas Education Agency, 1701 North Congress Ave., Austin, TX 78701 ($2.00).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Administrator Guides; Educational Objectives; Elementary Secondary Education; *Grouping (Instructional Purposes); *Identification; Migrant Children; *Migrant Education; Migrant Youth; School Districts; State Programs; *Student Recruitment
IDENTIFIERS- Migrant Education Program; Migrant Student Record Transfer System; *Texas

This guide was developed in response to the Chapter 1 Migrant Education Program (1967). It provides Texas school districts with a

ED 295 390 EC 202 829

Hartwick, Patrick J.; Blattenberger, Michael P.

"Taking the I.E.P. Home": A Model for Improved Collaboration between Residential and Educational Programs.

PUB DATE- May 86

NOTE- 19p.; Paper presented at the Annual Meeting of the American Association on Mental Deficiency (110th, Denver, CO, May 25-29, 1986).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Agency Cooperation; *Disabilities; *Educational Objectives; Elementary Secondary Education; *Individualized Education Programs; *Interprofessional Relationship; Models; *Parent Role; *Residential Programs; Teamwork

This paper presents an interagency collaboration model designed to improve collaboration between residential programs and special education teachers involved with students residing in a community-based program. It uses the individualized educational program (IEP) process to provide a mechanism for transfer and generalization of goals between programs. The interagency collaboration concept is equated with consultancy models from other occupations and philosophical orientations, including clinical, mental health, education and training, and behavioral. The model comprises five steps: (1) scheduling contact and regular communication between school personnel and parents or residential staff; (2) establishing a positive working relationship among all those professionals providing services; (3) establishing goals which require each professional to identify and prioritize instructional objectives and maintain consistent instructional methods across programs; (4) maintaining on-going communication through regular meetings, telephone conversations, or written correspondence regarding progress toward goals; and (5) conducting a regular review of program plans in order to evaluate data collected, identify additional problems or needs, and revise methods or goals accordingly. (VW)

standards. The section on facts about disability distinguishes between students with hidden and visible disabilities and between students disabled since birth and recently disabled. Examples are then given of appropriate alternative testing procedures for hearing impairment (use of interpreter); vision impairment (dictation of answers to a proctor); mobility impairment (exam given in an accessible location); speech impairment (substitution of written for oral recitation exams); emotional impairment (individual test administration); learning disability (provision for alternate methods of recording answers). Also considered are the test environment, exam proctors and administrators, timing of tests, and laboratory performance and vocational-technical course mastery. Resources at the college level include the designated office for special services and the Association on Handicapped Student Service Programs in Postsecondary Education, and the HEATH (Higher Education and the Handicapped) Resource Center. (DB)

ED 295 404   EC 202 843

Brill, Jay
Learning Disabled Adults in Postsecondary Education. 1987 Edition: Update.
American Council on Education, Washington, DC. HEATH Resource Center.; National Clearinghouse on Postsecondary Education for Handicapped Individuals, Washington, DC.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 87
NOTE- 9p.; For the 1983 edition, see ED 238 239; for the 1984 edition, see ED 264 685.
CONTRACT- 300-80-0857
GRANT- G0084C3501
AVAILABLE FROM- HEATH Resource Center, One Dupont Circle, N.W., Suite 800, Washington, DC 20036.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reference Materials - General (130)
DESCRIPTORS- *College Choice; *College Preparation; College Students; Eligibility; *Learning Disabilities; *Postsecondary Education; *Student Characteristics
IDENTIFIERS- Test Adaptations

The fact sheet provides basic information on postsecondary educational services for learning disabled (LD) adults. The

ED 295 418 FL 016 592

Crane, Robert
Business Language: Programs and Resources in Europe.
PUB DATE- Apr 86
NOTE- 14p.; In: Proceedings of the Fifth Annual Eastern Michigan University Conference on Languages for Business and the Professions (see FL 016 586).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reference Materials - Directories/Catalogs (132) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Business Administration Education; *Business Communication; Curriculum Development; *Educational Resources; Foreign Countries; *Human Resources; *International Cooperation; *Languages for Special Purposes; Program Development; Second Language Instruction
IDENTIFIERS- Denmark; *Europe; France; Great Britain; Italy; West Germany

An overview of business education in four European countries (Italy, Great Britain, France, and West Germany) is presented and the development of business language instruction in Europe is surveyed, with emphasis on the experiences in Great Britain and Denmark. Suggestions are given for future cooperation in business language between the United States and Europe. The development of business language teaching is an international phenomenon, with different countries at different stages of development in this regard. However, the underlying force appears to be the increase in international trade links accentuated by recent economic difficulties. Institutional approaches were found to vary greatly, but the most successful programs integrate language and business components completely, despite the limited business knowledge of language faculty. High quality pedagogical materials appear to be needed, and there seems to be little international cooperation and no forum for exchange concerning business language teaching. (MSE)

Experiences with the program to date are then used as a basis for suggestions on identifying interest abroad (institutions, schools, and business groups), approaching them, and looking for support in the home institution. (MSE)

ED 295 433 FL 016 607

Mitchell, Evelyne
Teaching Scientific and Technical French at Napier College in Scotland.
PUB DATE- Apr 86
NOTE- 15p.; In: Proceedings of the Fifth Annual Eastern Michigan University Conference on Languages for Business and the Professions (see FL 016 586).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Second Language Programs; Course Content; Course Organization; *Engineering; *English for Science and Technology; Foreign Countries; *French; Instructional Materials; Intercollegiate Cooperation; International Programs; *Languages for Special Purposes; Language Styles; *Sciences; Second Language Instruction; *Technical Writing; Visual Aids; Writing Skills
IDENTIFIERS- Napier College (Scotland)

Scotland's vocationally-oriented Napier College was funded by the French Government to develop language courses for scientists and engineers. The courses developed have been intensive and extensive, based on work started by a team of French scientists focusing on the language, concepts, and ways of thinking common to the scientific community. Instruction prepares students for the Paris Chamber of Commerce certification examination for scientific and technical professions, and emphasizes the specialized and unique characteristics of scientific and technical language use, including grammar, syntax, and discourse structure. An experimental course designed in France for a variety of foreign scientists was chosen for the core of instruction. The method uses a process similar to scientific inquiry, in which the participants make observations in controlled conditions. The materials consist of a dialogue of realistic interactions of professionals, a filmstrip of pictures for observation and description, a vocabulary list, and teacher's guides. Other materials are being collected for program use. Guest scientists are invited to speak to the classes. Experience to date

PUB DATE- Apr 86
NOTE- 31p.; In: Proceedings of the Fifth Annual Eastern Michigan University Conference on Languages for Business and the Professions (see FL 016 586).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Audiolingual Skills; Business; *Business Communication; Classification; *Communication Skills; Evaluation Criteria; Interviews; *Language Proficiency; *Languages for Special Purposes; *Language Tests; Models; Rating Scales; Reading Skills; Second Language Instruction; Skill Development; *Test Use; Verbal Communication; Writing Skills
IDENTIFIERS- American Council on the Teaching of Foreign Langs

By analyzing the language proficiency interview style developed by the American Council on the Teaching of Foreign Languages (ACTFL) in a different way, proficiency profiles can be created that will be of greater use to business language programs and prospective employers than are the ACTFL rankings alone. From the interview, this profile can predict communicative competence in actual situations and diagnose areas where the training of this learner should concentrate. This diagnosis can define skills in business terms and specify training needs for task-oriented training. A generic description for each level of proficiency in the guidelines for listening, speaking, reading, and writing is appended. (MSE)

ED 295 448 FL 016 622

Iwamura, Susan Grohs
Internship and Foreign Language Training: Blending Academic Study and Extra-Academic Experience.
PUB DATE- Apr 86
NOTE- 7p.; In: Proceedings of the Fifth Annual Eastern Michigan University Conference on Languages for Business and the Professions (see FL 016 586).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Business Administration Education; Case Studies; College Second Language Programs; College Students; Cultural Awareness; *Cultural Context; *Experiential Learning; Higher

DESCRIPTORS- *Class Activities; *Classroom Techniques; *Communicative Competence (Languages); Educational Objectives; Language Skills; *Lesson Plans; Listening Skills; Second Language Instruction; *Teacher Developed Materials

Phase 1 of a 2-phase project consisted of a series of 9 workshops designed to help teachers use the communicative approach to second language teaching in planning lessons. The workshops in turn resulted in a collection of 118 teacher-developed communicative activities and lesson plans in these categories: (1) developing communicative skills in the foreign language class; (2) adapting textbooks to foreign language course objectives; (3) teaching the target culture through the target language; (4) the role of audiovisual materials in developing oral proficiency; and (5) evaluating communicative skill development in the foreign language classroom. Contents on developing communicative skills in the foreign language classroom are subdivided into sections of listening comprehension, developing creative and communicative activities, and syllabus design for interactive learning. Each section of the collection addresses a different category or subcategory, and within each section is an introduction and a series of teacher-designed lesson plans. The lesson plans are language-specific but can be adapted to other languages. (MSE)

ED 295 463 FL 017 404

Birner, Betty
Possessives vs. Indefinites: Pragmatic Inference and Determiner Choice.
PUB DATE- Dec 87
NOTE- 10p.; Paper presented at the Annual Meeting of the Linguistic Society of America (San Francisco, CA, December 27-30, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Determiners (Languages); Discourse Analysis; *Human Body; *Inferences; Language Research; *Language Usage; Linguistic Theory; *Pragmatics
IDENTIFIERS- *Possessives

A discussion of pragmatic choice in the use of the possessive pronoun or indefinite article (e.g., "I broke my finger" versus "I broke a finger," and "My leg hurts" versus "A leg hurts") looks at the constructions in the light of a theory of division of pragmatic examining syntactic complexity in at least three ways: (1) it better characterizes learner knowledge; (2) it facilitates comparison across learners and across stages of second language development; and (3) it encourages dialogue between classroom teachers and researchers by providing a common unit of analysis. The t-unit completely eliminates full-clause coordination from any quantitative description of syntactic development, while sentence analysis allows such knowledge to be represented. In addition, the coordination index in sentence analysis allows comparison of the shift from the use of coordination by beginning learners to the use of embedding by more advanced learners, and finally, the use of the sentence, a learner-centered unit, gives both teachers and researchers access to data in the same form. It is suggested that whether used to measure average sentence length, average length of error-free sentences, or clauses per sentence, sentence-based analyses are useful in the analysis of written second language discourse. (MSE)

ED 295 479 FL 017 420

Steer, Jocelyn
Dialogue Journal Writing for Academic Purposes.
PUB DATE- Mar 88
NOTE- 23p.; Paper presented at the Annual Meeting of the Teachers of English to Speakers of Other Languages (22nd, Chicago, IL, March 8-13, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Techniques; College Students; Comparative Analysis; *English (Second Language); *English for Academic Purposes; *Foreign Students; Higher Education; Second Language Instruction; Skill Development; Teacher Student Relationship; Thematic Approach; *Writing Exercises; Writing Instruction
IDENTIFIERS- *Dialogue Journals

The teacher of a class of pre-university students of English as a second language at the high-intermediate level assesses the usefulness of dialogue journal writing to develop second language skills and to promote better writing. The course emphasized essay-writing, not technical writing, and was organized around thematic units using a textbook. Students were required to write a dialogue journal entry for each class meeting and encouraged to that are only phonetic variants in the other, and differences in patterns of phonological occurrence, teachers must add a heightened awareness of the consequences of the prosodic features of phonology. It is in this area that many lexico-semantic elements of one language find their semantic equivalents in the other. In pronunciation instruction, as much attention should be paid to the prosodics of phonology as to the general sound characterization of pronunciation. (MSE)

ED 295 495 FL 017 445

Parry, Kate
From Sentence to Paragraph.
PUB DATE- Mar 88
NOTE- 32p.; Paper presented at the Annual Meeting of the Teachers of English to Speakers of Other Languages (22nd, Chicago, IL, March 8-13, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cohesion (Written Composition); Discourse Analysis; *English (Second Language); *Paragraphs; Pronouns; Second Language Instruction; Sentence Structure; *Writing Instruction

To gain a sense of good rhetorical structure, what students of writing in English as a second language need to do is not to practice writing paragraphs and essays conforming to particular patterns, but rather to recognize and understand the resources available for indicating relationships between the propositions that make up their own, unique texts. Two sets of resources identified in the literature--cohesive linguistic elements and sentence structure--can be used or misused in a student's text. This is exemplified in a comparison, by sector and cohesion analysis, of three text versions, two written by a student before and after class discussion, and one teacher revision. It appears from the analysis that the need to work on grammar does not end when students are no longer making sentence-level errors. Just as it is important to think about what their readers already know and what new information they want to give, it is also important for students to recognize the resources in English for distinguishing given from new information, as instruments for communicating with readers. These resources are largely grammatical: reference items, explicit linkers, and perhaps most important, the distribution of

ED 295 509 HE 021 095

Compendium of University Statistics, 1987 Edition=Compendium de statistique concernant les universites, Edition 1987.

Association of Universities and Colleges of Canada, Ottawa (Ontario).

REPORT NO.- ISBN-0-88876-111-2
PUB DATE- 87
NOTE- 60p.
AVAILABLE FROM- Association of Universities and Colleges of Canada, 151 Slater Street, Ottawa, Canada K1P 5N1 ($6.00).
LANGUAGE- English; French
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- College Faculty; College Graduates; College Libraries; College Students; *Degrees (Academic); *Educational Finance; *Enrollment Trends; Expenditures; Financial Support; Foreign Countries; *Higher Education; Income; Place of Residence; Population Trends; Research and Development; Student Characteristics; Teacher Salaries; Unemployment

Statistics on Canadian universities are presented in 29 tables in both English and French. The data include: total population and age group 18-24 by province for 1971, 1976, 1981, and 1986; full-time enrollment rates by educational level; graduation rates for secondary schools, community colleges, and universities; unemployment rate by educational attainment, annual averages, selected years, 1980 to 1986; university enrollment by registration status, sex, age, citizenship, and province, 1985-1986; full-time university enrollment by home province and province of study 1985-1986; undergraduate and graduate enrollment by field of study, registration status, and sex; degrees, diplomas, and certificates by province, sex, and level, 1985; tuition fees for full-time students, range by province, 1987-1988; full-time teachers in universities by sex, rank, field, and region, excluding Quebec, 1986-1987; percentages of gross domestic expenditures on research and development by sector, 1971-1987; direct sources of funds and expenditures for education, 1983-1984 and 1986-1987; university income by source and fund, 1985-1986; and university expenditures by type and fund, 1985-1986. (SW)

1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adult Students; Business Administration Education; College Students; Higher Education; *Locus of Control; *Professional Continuing Education; Sex Differences; Student Attitudes; Teacher Education; *Values

The locus of control orientations and value priorities of 289 adult learners (115 males and 174 females) engaged in professional continuing education programs within schools of business and education were assessed by means of the Rotter Internal-External Scale and the Rokeach Value Survey. Two-way analyses of variance indicated that males across both schools were more internally oriented than females. The most important values for business and education professionals were nearly identical except that business people overall gave greater priority to "ambitious," while educators ranked "helpful" as more important. Further analysis indicated that business professionals in non-MBA programs valued "a sense of accomplishment" most, while secondary school educators valued it least. Data are presented in 5 tables and 21 references are included. (Author/KM)

ED 295 523 HE 021 448

Maintaining Balances: The Relationship between Student Financial Aid and Institutional Finance.
Eureka Project, Sacramento, CA.
SPONS. AGENCY- Atlantic Richfield Foundation, Los Angeles, CA.; Haynes Foundation.; James G. Irvine Foundation, San Francisco, CA.; Weingart Foundation, Los Angeles, CA.
PUB DATE- Mar 88
NOTE- 38p.; One in a series of reports from the Eureka Project: A Review of Student Financial Aid in California.
AVAILABLE FROM- The Eureka Project, 428 J Street, Suite 400, Sacramento, CA 95814.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Numerical/Quantitative Data (110)
DESCRIPTORS- Access to Education; *Educational Finance; Federal Aid; Financial Aid Applicants; *Financial Support; Grants; Higher

Jenifer.
Massachusetts State Board of Regents of Higher Education, Boston.
PUB DATE- Jan 88
NOTE- 93p.; Best copy available of recommendations by Jenifer.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Access to Education; Educational Finance; Equal Education; Financial Needs; Higher Education; Labor Force Development; Parent Financial Contribution; Scholarships; *State Aid; *Student Costs; *Student Financial Aid; *Student Loan Programs; Tuition; Tuition Grants; Work Study Programs
IDENTIFIERS- *Massachusetts; Pell Grant Program

The Task Force on Student Financial Aid was formed to recommend ways in which Massachusetts' student aid programs might be modified in light of nationwide trends of rising college costs, reduced availability of federal student assistance, and a decline in the ability of many families to pay for college. The first chapter of the task force report, "Higher Education and Student Aid in Massachusetts," discusses providing a quality education in the public sector, preserving a strong pluralistic system, reducing economic barriers to access and choice, and the shared responsibility for financing higher education. The second chapter discusses the following issues and presents the task force's recommendations on each: expanding opportunities for underserved populations; providing the necessary support services and information; linking costs, tuition and financial aid; encouraging early saving for college; addressing labor force needs; and improving program effectiveness and efficiency. The charge to the task force, current state student aid programs, and pending student aid legislation are discussed in appendices. The recommendations of Chancellor Franklyn G. Jenifer to the Board of Regents of Higher Education regarding the report are also provided. (KM)

ED 295 537　　　　　　　　HE 021 464

Kunkel, H. O.
Ethics in Academia.
PUB DATE- 1 Feb 88
NOTE- 13p.; Paper presented at the meeting of the American Society for Horticultural Scientists (New Orleans, LA, February 1, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.

Education is appended. (KM)

ED 295 551   HE 021 489

Carnoy, Martin
Higher Education and Graduate Employment in India. A Summary of Three Case Studies. IIEP Research Report No. 64.
United Nations Educational, Scientific, and Cultural Organization, Paris (France). International Inst. for Educational Planning.
PUB DATE- 87
NOTE- 63p.; Studies conducted as part of the IIEP research project on Higher Education and Employment. For related documents, see HE 021 490-493.
AVAILABLE FROM- International Institute for Educational Planning, 7-9, rue Eugene Delacroix, 75116 Paris, France.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Reports - Research/Technical (143)
DESCRIPTORS- *College Graduates; *Economic Climate; *Education Work Relationship; *Employment Opportunities; Expenditures; Family Income; Foreign Countries; Geographic Regions; Government Role; Higher Education; *Labor Market; *Public Policy; Resource Allocation; Salaries; Socioeconomic Status; Unemployment
IDENTIFIERS- *India; India (Bombay); India (Karnataka); India (Maharashtra); India (West Bengal)

The relationship between higher education and the economy in India, the labor market for college graduates, and the role of the public sector in reducing unemployment of college graduates were assessed in three studies. A case study in the State of West Bengal related the development of higher education with the employment needs of the country using a global framework. Employment conditions for graduates in the metropolis and the provinces were compared at Bombay and Karnataka State. College entrance of low caste Indians of the Marathwade region (Maharashtra State) was also examined. For each of the geographic locations, attention was directed to: educational expenditures as a percentage of state domestic product, expenditures on education at current and constant prices; graduate employment and unemployment rates, 1981; distribution of employed and unemployed graduates by family income; graduates' number of months/years for first regular job, by subject studies, 1980-1981; and earnings of university graduates by subject of study (for Bombay and Karnataka universities). In addition to the study

ED 295 563 IR 013 104

Wendelbo, Harald Arni
What Audience for European Television?
PUB DATE- Jul 86
NOTE- 18p.; Paper presented at the International Television Studies Conference (2nd, London, England, July 10-12, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Advertising; *Audiences; *Broadcast Industry; Civil Liberties; Copyrights; Cultural Influences; Financial Needs; Foreign Countries; *Freedom of Information; International Organizations; Political Attitudes; *Programing (Broadcast); *Telecommunications; Television Research; Television Viewing
IDENTIFIERS- Council of Europe (France); *Europe (West)

This discussion of the audience for European television argues that satellite television has taken an upside-down approach, i.e., it has begun by focusing on the hardware, and then the software, before checking to see if there would be a user at the end of the line willing to pay for the whole operation. "European television" is then defined as being pluri-national in origin and multilingual in transmission, and some of the technical, organizational, and programming problems that must be solved are discussed. The characteristic features of the European audience are described, and the issues involved in finding an audience that is both receptive and productive are considered. Actions taken by the Council of Europe in an effort to strike a balance between the necessary development of media technologies and the defense of the audience's fundamental rights and freedoms are briefly described. The paper concludes by suggesting some ways of finding an audience while respecting its basic human rights. (CGD)

ED 295 564 IR 013 105

Watson, Mary Ann
"A Tour of the White House with Mrs. John F. Kennedy": An International Special Event.
PUB DATE- Jul 86
NOTE- 18p.; Paper presented at the International Television Studies

ED 295 578 IR 013 171

Telecommunications Policy Research Conference. Telecommunications and Growth in Developing Countries Section. Papers.
Telecommunications Policy Research Conference, Inc., Washington, DC.
PUB DATE- Sep 87
NOTE- 50p.; Papers presented at the Telecommunications Policy Research Conference (15th, Airlie, VA, September 27-30, 1987). For the conference program and additional papers, see IR 013 160-182.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Banking; Comparative Analysis; Cost Effectiveness; Developed Nations; *Developing Nations; Foreign Countries; *Industrialization; Information Networks; *Rural Areas; *Rural Development; *Telecommunications
IDENTIFIERS- *Electronic Funds Transfer; Information Sector; Ireland; South Korea

Four papers consider the growth of telecommunications in developing countries: (1) "Telecommunications Investment in Developing Countries and the Generation of Foreign Exchange: The Impact of Electronic Funds Transfer" (Heather E. Hudson and Lynn C. York); (2) "The Effect of Information Sector Growth on Telecommunications Development Policies: A Comparative Case Study of Ireland and South Korea" (Christopher Sullivan) (58 references); (3) "Trends in International Telecommunications Development in the Third World" (Joseph N. Pelton) (abstract only); and (4) "The Rural Communication Services Project" (John K. Mayo) (abstract only). (EW)

ED 295 579 IR 013 172

Telecommunications Policy Research Conference. Impacts of Telephone Deregulation Section. Papers.
Telecommunications Policy Research Conference, Inc., Washington, DC.
PUB DATE- Sep 87
NOTE- 65p.; Papers presented at the Telecommunications Policy

Activities; Library Instruction; Primary Education; Social Studies

Descriptions of 13 software programs suitable for use with kindergarten students include curriculum area, title, producer, hardware requirements, program description, teaching objective, and competencies. Prerequisites and introductory, developmental, follow-up, and evaluation activities are also provided for seven instructional sequences designed to use this software for teaching communication skills, art, library/media and computer skills, mathematics, and social studies. Twelve additional recommended programs are listed. (MES)

ED 295 594 IR 013 245

Fletcher, Marsha; And Others
Integrating Computers into the Curriculum--4-8.
North Carolina State Dept. of Public Instruction, Raleigh. Media and Technology Services.
PUB DATE- 87
NOTE- 83p.; For lesson plans for kindergarten, see IR 013 244.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Art Education; Communication Skills; *Computer Assisted Instruction; Computer Literacy; *Courseware; Elementary Education; Elementary School Mathematics; Elementary School Science; Geography; Health Education; *Learning Activities; Library Instruction; Problem Solving; Social Studies; Worksheets
IDENTIFIERS- North Carolina; Thinking Skills

Descriptions of 36 software programs suitable for use with students in grades 4-8 include curriculum area, title, producer, hardware requirements, program description, teaching objective, and competencies. Prerequisites and introductory, developmental, follow-up, and evaluation activities are also provided for 38 instructional sequences designed to use this software for teaching the arts, communication skills, health, mathematics, library/media and computer skills, science, social studies, state geography, and thinking skills. Worksheets are included for many of the instructional sequences, and 12 additional recommended programs are listed. (MES)

Evaluation Association (Boston, MA, October 15-17, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Action Research; *Administrative Organization; *College Administration; Computer Software; *Computer Uses in Education; Developing Nations; Foreign Countries; Higher Education; Telecommunications
IDENTIFIERS- Mainframe Computers; *University of Honduras

This report of the results of an evaluation of computer operations at the University of Honduras (Universidad Nacional Autonoma de Honduras) begins by discussing the problem--i.e., poor utilization of the campus mainframe computer--and listing the hardware and software available in the computer center. Data collection methods are summarized, including interviews, budget examination, review of organizational structure, review of registration records and relevant documents, and on-site visits. The redefined problem, consisting of three primary areas, is described: (1) lack of a universal power system to serve as a back-up source during frequent electrical outages; (2) lack of a communications mechanism to the auxiliary campuses; and (3) lack of a computer operating system which supports commercial applications. In order to address these issues more fully, the development of the computer industry is reviewed, and it is proposed that the organizational structure operating philosophy be changed to reflect a more decentralized approach. An accounting system and improved inter- and intra-campus communications are recommended, as well as training of staff, creation of a department of computer science, increased space for the computer center, purchase of a universal power supply unit, and establishment of a university-wide database and word processor. The university is encouraged to take an advocacy role in national computer policy. (3 references) (MES)

32 three-term series problems was administered to the 65 undergraduates who served as subjects. They were then given four instructional guided discovery programs with identical instructions on the features of the problems and the relationships between the features. However, two of the programs gave instructions for spatial strategies to solve the problems, while the other two gave instructions for perceptual strategies to solve the problems. Posttests measured the effects of the instructional programs, and it was found that when the learners were instructed on the spatial strategies, strategy feedback was more effective than solution feedback. This suggests that feedback given throughout the instruction on problem solving modifies the learner's cognitive strategies only if the strategies in the instruction are similar--to some extent--to the learner's cognitive strategies. It was also found that strategy feedback was less effective in learning perceptual strategies than in learning spatial strategies, and less effective than solution feedback in learning the perceptual strategies. The text is supplemented by two figures and two tables. (28 references) (Author/EW)

ED 295 623 IR 013 333

Aust, Ronald
Constructing Mental Representations of Complex Three-Dimensional Objects.
PUB DATE- Jan 88
NOTE- 21p.; In: Proceedings of Selected Research Papers presented at the Annual Meeting of the Association for Educational Communications and Technology (New Orleans, LA, January 14-19, 1988). For the complete proceedings, see IR 013 331.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cognitive Style; Comparative Analysis; Computer Graphics; Higher Education; Instructional Design; Microcomputers; *Perception Tests; *Sex Differences; *Spatial Ability; *Visual Perception; Young Adults
IDENTIFIERS- Dimensional Analysis; *Mental Representation

This exploratory study investigated whether there are differences between males and females in the strategies used to construct mental representations from three-dimensional objects in a dimensional travel display. A Silicon Graphics IRIS computer was text is supplemented by one figure. (17 references) (EW)

ED 295 637 IR 013 347

Driscoll, Marcy P.; And Others
Programming for Effective Concept Learning: Where Should the Branches Go and Why?
PUB DATE- Jan 88
NOTE- 11p.; In: Proceedings of Selected Research Papers presented at the Annual Meeting of the Association for Educational Communications and Technology (New Orleans, LA, January 14-19, 1988). For the complete proceedings, see IR 013 331.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Branching; College Students; Comparative Analysis; *Computer Assisted Instruction; Concept Formation; *Drills (Practice); *Feedback; Higher Education; Intermode Differences; *Programed Instruction; *Sequential Learning

The two studies detailed in this paper investigated the effects of adaptive sequencing of examples and adaptive feedback on concept learning using computer-based instruction. In the first study, two groups of undergraduate students progressed through a set of five behavior management concepts presented in the rational set generator framework. Subjects in the simple adaptive conditioning group were branched to easier examples when they made an error, but when subjects in the discrimination training groups made an error, they were branched to new examples--presented simultaneously--of both the concept that was missed and the one with which it was confused. However, posttests indicated no significant differences in scores between the two groups, contrary to expectations that the discrimination training group would perform better. The second study, which was an extension of the application of the rational set generator framework, investigated the effects of different types of wrong answer feedback on concept and rule learning. Four treatment groups completed programs with different levels of feedback following an incorrect answer--correct answer only, elaborated, forced repetition, and forced processing--and a fifth group completed a program without any feedback. Posttests indicated that subjects in the four treatment groups performed better than subjects in the no treatment group, but no statistically significant difference was observed between the four experimental

1988). For the complete proceedings, see IR 013 331.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Educational Principles; *Educational Theories; *Evaluation Methods; Language Role; *Models; *Qualitative Research; *School Effectiveness; Teacher Effectiveness
IDENTIFIERS- *Educational Criticism

The dominant model of schooling is a technical-rational management model based on behavioral, positivistic, quasi-scientific language, which has shifted attention from the art and craft of teaching to the "science and technology" of teaching. However, this model and the language which it uses limit educational thinking. Emphasis on value-neutrality in the form of observation has led to domination of the field of education by an "if-then" mentality, a reduction of the cause-effect model borrowed from natural science. An alternative mode, based on Eisner's notion of educational connoisseurship and educational criticism, provides educational evaluation that is qualitative in nature, with the critic in education following the example of critics in literature, theater, film, music, and other visual arts. The mode of discourse used in this alternative paradigm is non-discursive and metaphorical, and the critic draws upon his knowledge/conceptual/experimental base to describe, interpret, and evaluate what he experiences. The interplay of the descriptive, interpretive, and evaluative aspects provide multiple perspectives that serve to expand the dialogue of educators to alternative possibilities, and to help educators appreciate the complexities of the educational process. (34 references) (EW)

ED 295 652 IR 013 362

Milheim, William D.; Azbell, Janet W.
How Past Research on Learner Control Can Aid in the Design of Interactive Video Materials.
PUB DATE- Jan 88
NOTE- 14p.; In: Proceedings of Selected Research Papers presented at the Annual Meeting of the Association for Educational Communications and Technology (New Orleans, LA, January 14-19, 1988). For the complete proceedings, see IR 013 331.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.

Smith, Patricia L.
Toward a Taxonomy of Feedback: Content and Scheduling.
PUB DATE- Jan 88
NOTE- 16p.; In: Proceedings of Selected Research Papers presented at the Annual Meeting of the Association for Educational Communications and Technology (New Orleans, LA, January 14-19, 1988). For the complete proceedings, see IR 013 331.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cognitive Processes; *Feedback; Information Processing; *Instructional Design; *Instructional Effectiveness; Intermode Differences; Motivation; *Psychological Studies; Research Methodology; *Time Factors (Learning)

The main focus of this paper is research on the content dimension of feedback, although the scheduling of feedback in an instructional program is also briefly considered. The two major categories of the content of feedback discussed are motivational, reinforcing feedback and informative, corrective feedback. It is noted that researchers in the area of feedback are beginning to realize that finding the best feedback treatment may be less simple than first imagined, and that there are many factors which interact with feedback as an instructional variable, such as type of learning task, learner characteristics, instructional event being delivered, and the type of performance measure used. The text is supplemented by two figures and two tables. (26 references) (EW)

ED 295 666 IR 013 377

Stewart, Alistair
Towards a Theory of Instructional Text Design.
PUB DATE- Jan 88
NOTE- 12p.; In: Proceedings of Selected Research Papers presented at the Annual Meeting of the Association for Educational Communications and Technology (New Orleans, LA, January 14-19, 1988). For the complete proceedings, see IR 013 331.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)

Penchansky, Mimi B., Ed.; And Others
International Students and the Library. An Annotated Selective Bibliography on the Theme of the LACUNY 1988 Institute.
City Univ. of New York, N.Y. Library Association.
PUB DATE- 88
NOTE- 33p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; *College Libraries; *Foreign Students; Higher Education; *Immigrants; *Intercultural Communication; *Library Instruction; Library Services; *Reference Services

Produced as part of an institute program on international students and the library, this annotated bibliography is designed to provide librarians with source materials to be used to assist both foreign students and immigrant students from non-English speaking countries in their adjustment to the educational system in the United States. The booklet also provides a list of organizations (with addresses and telephone numbers) involved in foreign student affairs, and a list of do's and don'ts in helping foreign students in the library. (EW)

ED 295 680 IR 052 388

Bearman, Toni Carbo
Learning to Learn: The Role of Libraries and Information in Improving the Quality of Life.
PUB DATE- 27 Nov 84
NOTE- 15p.; Paper presented as the Annual Lazerow Memorial Lecture (2nd, Bloomington, IN, November 27, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Educational Needs; Elementary Secondary Education; Futures (of Society); Government Role; Higher Education; *Information Dissemination; *Information Scientists; Library Education; *Library Role; *Lifelong Learning; *Quality of Life; School Libraries
IDENTIFIERS- *Information Society; *Property Rights

The movement of society into the Information Age raises a number of graduation rates. Study findings included the following: (1) between 1965 and the peak year of 1973 there was a 17% increase in transfer students, followed by a decline of 42% between 1973 and 1981, an increase of 11% between 1981 and 1983, and decrease of 8% between 1983 and 1986, and an increase of 12% between 1986 and 1987; (2) of the 106 community colleges in California, only 4 campuses sent 200 or more transfers to the UC; (3) of the 4,822 community college students who transferred to the UC with full records in 1985, 0.4% were American Indian, 1.9% were Black, 5.1% were Chicano, 3.2% were Latino, 1.2% were Pilipino, 14.6% were Asian, and 68.7% were White; (4) both male and female transfer students who entered the UC with upper-division standing preferred majors in the social and biological sciences; (5) fall 1985 regularly admitted transfers achieved a first-year grade point average of 2.76; and (6) third-year persistence and graduation rates for sophomore and junior transfers entering UC between fall 1982 and fall 1985 compared favorably with native UC students. (EJV)

ED 295 694   JC 880 254

Journal of the American Association of Women in Community and Junior Colleges, 1988.
American Association of Community and Junior Colleges, Washington, D.C. American Association of Women in Community and Junior Colleges.
PUB DATE- 88
NOTE- 38p.
AVAILABLE FROM- American Association of Women in Community and Junior Colleges Mail Service, 2907 N. Main Street, Anderson, SC 29621 ($3.00).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Administrators; *College Faculty; Community Colleges; *Females; *Leadership Training; *Mentors; Professional Development; Two Year Colleges; *Two Year College Students

Seeking to serve as an advocate for equity and excellence in community and junior colleges, this annual journal contains articles presenting research, model programs, and innovative ideas concerning women staff and students in two-year colleges. The 1988 issue contains the following articles: (1) "Moving Up: Advancement Strategies for Women in Higher Education," by Steven W. Jones, which suggests that women interested in top management positions

DESCRIPTORS- *College Administration; *College Faculty; College Presidents; *Community Colleges; Governing Boards; *Outcomes of Education; Research Utilization; *School Effectiveness; School Holding Power; Student Personnel Services; Student Projects; Two Year Colleges
IDENTIFIERS- University of California Los Angeles

In 1986, the U.S. Department of Education published the immensely popular "What Works: Research about Teaching and Learning," a compendium of research summaries pertinent to the home, classroom, and school. In 1988, graduate seminar students at the University of California, Los Angeles, attempted to develop a series of "What Works" statements for the community college based on the ERIC database and presented their findings in a public forum with four practitioners giving their reactions. This report explains the rationale for the seminar project, explains the method for researching and writing a "What Works" statement, and presents the draft "What Works" statements developed by the students. The statements, each presenting a research finding, an evaluation or comment, and references, cover the following topics: (1) faculty research, development, and morale; (2) orientation, academic warning systems, placement testing, and other student services; (3) student recruitment, retention, satisfaction, and outcomes; (4) college presidents and trustees, and other aspects of college administration; and (5) curriculum and instruction. (MDB)

ED 295 708 JC 880 276

Walker, Doris Kay Parker

Strategies for Increasing Retention of Hispanic Students in Community Colleges.

PUB DATE- May 88
NOTE- 149p.; Ph.D. Dissertation, University of Texas at Austin.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041) Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Advising; Affirmative Action; Community Colleges; English (Second Language); *Enrollment Influences; *Hispanic Americans; Program Effectiveness; *School Holding Power; Sensitivity Training; Student Placement; Two Year Colleges; *Two Year College Students

A study was conducted to determine the strategies used by 145 when asked to evaluate how frequently material they learned in particular WRHC courses was used on the job, respondents indicated that they occasionally used materials from all of their courses in their work; (4) on the average, graduates felt that they were well prepared by all their electronics courses; and (5) 25% of the respondents volunteered to serve as a resource person for current electronics students or provide some other type of service to the Electronic Program. Detailed study findings and the survey instrument are appended. (MDB)

ED 295 721   JC 880 304

Flaherty, Toni
Follow-Up of "Harbinger" Readership. Volume XVI, No. 10.
William Rainey Harper Coll., Palatine, Ill. Office of Planning and Research.
PUB DATE- 1 Apr 88
NOTE- 19p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Questionnaires; Reader Response; *Reading Habits; *Reading Interests; *School Newspapers; School Surveys; *Student Attitudes; Student Characteristics; *Two Year College Students

In spring 1987, a study was conducted at William Rainey Harper College (WRHC) to assess students' perceptions of the campus newspaper, "The Harbinger," in order to assist "Harbinger" staff in meeting student needs. A random sample of 240 degree credit students and 160 non-degree credit students enrolled in fall 1986 were surveyed by mail to determine personal characteristics; preferences for movies and music; political views; and favorite and least favorite sections of "The Harbinger." Study findings, based on a 47% response rate from degree credit students and a 35% response rate from non-degree credit students, included the following: (1) with respect to movie preferences, both groups preferred comedies, followed by adventures and movies based on true stories; (2) hard rock was preferred by 13.5% of the credit students, but only 4.1% of the non-degree credit students; (3) 37.4% of the degree credit students and 47.2% of the non-degree credit students classified themselves as Republicans; (4) 16% of the degree credit students and 72.2% of the non-degree credit students indicated that they never read "The Harbinger," while

NOTE- 17p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Developmental Programs; Guidelines; *Kindergarten; *Preschool Education; *Program Design; *Program Implementation; *Young Children
IDENTIFIERS- *Iowa

The Iowa Prekindergarten/Kindergarten Task Force prepared this report in response to the following charges: to develop recommendations for strengthening existing kindergarten programs and to design a plan for implementing appropriate prekindergarten programs. Among the report's recommendations are that: (1) the Iowa Department of Education establish prekindergartens for four-year-olds; (2) kindergarten and prekindergarten programs be tailored to the needs of each child; and (3) district kindergarten programs meet the report's guidelines before programs for four-year-olds are implemented. The report begins with a rationale for public school for four-year-olds. This is followed by a position statement on high quality, developmentally appropriate kindergarten and prekindergarten programs. Guidelines for developmentally appropriate practices in prekindergarten and kindergarten follow. Also provided are specific recommendations for the areas of personnel, eligibility and placement, program structure, facilities and equipment, curriculum, adult-child interaction, teaching strategies, assessment of children, and home and program partnership. The final section of the report consists of guidelines for a model for delivery of prekindergarten programs, and includes a presentation of the model, a discussion of funding, listings of facilities and equipment needs, and suggested standards for program evaluation. Included are 18 references. (SKC)

admission to primary school; (5) deferral from school attendance; (6) official aims of primary education; (7) responsibility for the organization of primary education; (8) links between preschool and primary education and between primary and lower secondary education; (9) transfer to schools leading to higher forms of education; (10) admission testing; (11) number of schools, pupils, and teachers; (12) arrangements for grouping pupils and official class sizes; (13) length of school day, week, and year; (14) major areas of the primary school curriculum; (15) main methods of pupil assessment; (16) arrangements for pre-service and in-service teacher training; (17) support services available to primary schools; and (18) institutional links between primary school, parents, and the community. Section 2 describes problems and trends in primary education, including school entrance, pilot projects to change pupil assessment practices, integration of children with special needs, implementation of teaching methods appropriate to the new primary curriculum, morning school versus day school, pilot project on handwriting, and the situation in regard to migrant workers. Section 3 cites several studies on Austrian primary education. (RH)

ED 295 748 PS 017 406

Primary Education in Norway. Project No. 8: Innovation in Primary Education.
Council for Cultural Cooperation, Strasbourg (France).
REPORT NO.- DECS/EGT-86-84-rev
PUB DATE- 12 Apr 88
NOTE- 15p.; For related documents on the Council for Cultural Co-operation (CDCC) Project No. 8 on "Innovation in Primary Education", see PS 017 402-405 and PS 017 415-417.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Computer Uses in Education; *Educational Change; *Educational Responsibility; Educational Trends; *Elementary School Curriculum; Family School Relationship; Foreign Countries; Minority Groups; *Primary Education; *Public Schools; *School Organization; School Schedules; Sex Bias
IDENTIFIERS- *Norway; Sami People

This report provides an overview of primary education in Norway. Discussion focuses on: (1) provisions relating to compulsory basic education and characteristics of the school system; (2) local promotion patterns of two cohorts: those in kindergarten in the first year of city-wide ADK and those in kindergarten the year before ADK implementation. Findings disclosed no consistent meaningful differences in mean achievement of HDK and ADK children. Percentages of third-graders who were reading at or above grade level were lower than they had been at the end of second grade. Additional findings suggested that a substantial proportion of third-graders had not been exposed to the antecedents upon which the curriculum was built, that early grade attrition may not be a statistically random event, and that children who remain in the system may be weaker academically than those who leave the system. (RH)

RC

ED 295 762 RC 016 564

McNamara, Kevin T.; Deaton, Brady J.
Investment in Education as a Rural Development Strategy: Do Increased Inputs Have an Impact?
PUB DATE- Feb 88
NOTE- 18p.; Paper presented at the Annual Meeting of the Southern Association of Agricultural Scientists (85th, New Orleans, LA, January 31-February 3, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Educational Assessment; *Educational Economics; Educational Finance; Elementary Secondary Education; *Input Output Analysis; *Models; *Productivity; Resource Allocation; *Rural Development; *Rural Education

Support for public education wavers in a number of states due to a lack of evidence indicating that increased funding is associated with increases in output. Maintaining and increasing this support, however, is critical for rural communities as they seek to strengthen their human capital base as a strategy for economic growth and development. The results of an education production framework for establishing identification and recruitment programs for migrant students. As the key to effective recruitment practices, the framework of a well-planned training program for local recruitment personnel encompasses the following elements: (1) an awareness plan to promote available migrant education services among all school personnel and the community; (2) knowledge of migrant eligibility criteria; (3) detailed review of the certificate of eligibility and procedures for completing and submitting the form; (4) procedures for conducting parent interviews; and (5) strategies for locating potentially eligible children. The role of the migrant recruiter may be home/school liaison, home visitor, or school-based recruiter, with varying duties and responsibilities. This guide also includes six sample eligibility case studies; the certificate of eligibility and instructions for its completion; parental survey and questionnaires in English and Spanish; and models of effective recruitment procedures currently in place around the state. (SV)

ED 295 776 RC 016 635

Parental Involvement: A Framework for Texas Schools. Migrant Education Series.
Texas Education Agency, Austin. Div. of Special Programs.
REPORT NO.- AD8-320-03
PUB DATE- 87
NOTE- 36p.
AVAILABLE FROM- Publications Distribution Office, Texas Education Agency, 1701 North Congress Ave., Austin, TX 78701 ($2.00).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Administrator Guides; Advisory Committees; Educational Objectives; Elementary Secondary Education; *Migrant Education; *Parent Participation; *Parent School Relationship; School Districts; State Programs
IDENTIFIERS- Migrant Education Program; *Texas

This guide was developed to satisfy legal requirements of Chapter 1 Migrant Education Program (1967) on parental involvement in migrant education. It provides a framework for Texas school districts to implement effective strategies for establishing parental

handicap of learning disability is described and a brief checklist of typical characteristics of the learning disabled adult is provided. A discussion of options after high school precedes information on types of programs for LD students including the prep program, the LD program in college or university, or the regular campus program. The necessity of verification of LD to qualify the student for various adaptations and accommodations is noted. Information helpful for locating the appropriate school includes a list of directories (with annotations, availability, and cost data); suggested questions to ask on visiting the campus; the importance of planning ahead to utilize various accommodations; and social concerns. Also briefly discussed are high school equivalency testing for students with special needs, college testing services for students with special needs, and sources of recorded texts. Finally, six organizations or self-help groups and 15 additional print resources are described with addresses and pricing information. (DB)

ED 295 419 FL 016 593

Armendariz, Angelo M.
Ten Years of Teaching Business Spanish.
PUB DATE- Apr 86
NOTE- 11p.; In: Proceedings of the Fifth Annual Eastern Michigan University Conference on Languages for Business and the Professions (see FL 016 586).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Business Administration Education; *Business Communication; Business Correspondence; Classroom Techniques; Course Content; *Course Organization; Cultural Awareness; Difficulty Level; Educational Objectives; Higher Education; *Languages for Special Purposes; Second Language Instruction; *Spanish

One teacher's experience in developing and teaching a college-level business Spanish course is described. The discussion contains information about the choice of content, level, cultural content, and objectives, and includes examples of instructional activities and class projects. The course was designed to focus on business correspondence and communication, and class activities include specific letter-writing tasks and the reading of a variety of authentic business correspondence and documents in Spanish. The successful employment of course graduates is noted. (MSE)

suggests that the kind of target audience requires a different instructional approach and provides different opportunities than does the traditional adult language-learning group. Interest in the courses is increasing. (MSE)

Education; *Internship Programs; Language Enrichment; *Languages for Special Purposes; Multicultural Education; Program Effectiveness; Second Language Instruction; *Study Abroad

IDENTIFIERS- France (Lyon); University of Hawaii

Student experiences in an exchange program linking the University of Hawaii and the Graduate School of Business in Lyon, France illustrate the positive impact of foreign internships. The students were enrolled in internship programs in travel industry management. The reports written by the students reveal that the experiences have affected the students' motivation to expand and perfect their skills in the foreign language, their understanding of the relationship between language and culture, and their view of comparative business practices. All participants appeared to be better able to adopt a case study approach and participant-observer perspective than their counterparts who did not have a foreign internship, and they seemed to develop a sense that the whole language/culture complex assigns values on the basis of internal rather than external relationships, making them more sensitive employees in the future. (MSE)

labor that suggests a binary system of implicature. The theory cannot account for certain constructions concerning body parts, but the choice between a possessive determiner and the indefinite article is determined by an interaction of syntactic, pragmatic, and contextual factors. Specifically, the preference for "a" over "my" is found to increase with (1) the number of that specific body part (legs, teeth, etc.) that one is believed to possess, (2) prior mention of the agent, and (3) salient shared knowledge of possession (e.g., a visible cast or bandage). (MSE)

write about their experiences with English writing and their responses to content presented in class. Research on several aspects of journal writing (the teacher-student interaction it allows, the sense of audience it promotes, its role in developing pre-writing strategies, and its use as a mode of exploring ideas) is reviewed and the concepts are illustrated in excerpts from student journals. The benefits to the teacher and concerns expressed by the students are also discussed. The first and last entries in one student's journal are presented for comparison. (MSE)

information within the sentence. (MSE)

Education; Public Support; Resources; Scholarships; State Aid;
State Federal Aid; *Student College Relationship; Student Costs;
*Student Financial Aid; Student Loan Programs; Trend Analysis; Work
Study Programs
IDENTIFIERS- *California; *Eureka Project

Following an explanation of the Eureka Project, which studies the financing of higher education opportunities in California, introductory information is provided on the effects of student financial aid in California on both students and colleges. Some points to be considered in understanding the relationship between student aid and institutional finance include the magnitude of student aid in the budgets of colleges and universities; the impact of financial aid on a college's ability to fulfill its enrollment targets; the effects of different kinds of aid on institutions; the uniformity of the effects of student aid across all segments of higher education; institutional expanding or contracting as a result of changes in the flow of aid; institutional responses to the challenges of managing student aid; and the role student aid plays in furthering the missions of many colleges and universities in California. Financial aid falls into the categories of aid from government and private outside sources, aid from the institution from gifts and endowment funds, and aid from institutional general funds. Information is provided on: trends in student financial aid by segment; student financial aid programs and their impacts on institutional finance; and the role of student financial aid in institutional finance (by segment). The segment in which the connection between student aid and institutional finance seems most direct is in the independent sector. Tables, charts, and graphs are included. (SM)

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Agricultural Colleges; *Agricultural Education; Agricultural Occupations; *Ethical Instruction; *Ethics; Graduate Study; Higher Education; Land Grant Universities; Moral Values; *Student Attitudes; Undergraduate Study; *Values; Vocational Education

The definition and role of ethics in higher education in agriculture are discussed. The ethical dimensions of recent events in agricultural education and agricultural science are discussed, including the ethics implicit in federal regulations and court decisions, changes in the backgrounds, experiences and values of students choosing agriculture, changes in the demographics of agriculture, and the implications of these changes for the land grant college system. The traditional differences between undergraduate and graduate agricultural programs are discussed, and the need is stressed for the development of graduate programs in agricultural occupations, rather than solely in research. It is also suggested that training in ethics is needed for agricultural students. (KM) findings, the theoretical background to the research is described, with attention to theories of higher education and society and theories of education and labor markets. A 33-item bibliography is provided. (SW)

Conference (2nd, London, England, July 10-12, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Historical Materials (060) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Broadcast Industry; *Modern History; News Media; *Presidents of the United States; *Programing (Broadcast); Publicity; Public Officials; Television Research; Television Viewing
IDENTIFIERS- *CBS Reports; Kennedy (John F); *United States

This critique of "A Tour of the White House with Mrs. John F. Kennedy," a television program produced by CBS following completion of the White House restoration project to show the changes made, begins by discussing the relationships of the President and Mrs. Kennedy with the media, and the First Lady's involvement in the restoration project. Additional background information is provided in descriptions of the pre-production planning; the on-location video production of the program itself; the President's appearance on the tour and his reaction to the unedited tapes; and the simultaneous telecast of the program by CBS and NBC--without commercial interruption--to about 46 million Americans on February 14, 1962. The rebroadcast of the program by some 14 foreign countries and requests for permission to service a print of the show by 34 other countries are noted, as well as the reactions of the U.S. media critics, some of whom were less than enchanted with the First Lady's performance although the program was well received by the public. The critique concludes by placing the program in its historical perspective, commenting that, while the restored White House stands as an enduring legacy to the American people, the program which officially presented it to the public remains a monochrome memento of the New Frontier. (28 end notes). (CGD)

Research Conference (15th, Airlie, VA, September 27-30, 1987). For the conference program and additional papers, see IR 013 160-182.

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090) Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Competition; Consumer Economics; Federal Courts; Purchasing; *Telecommunications; *Telephone Communications Industry; *Telephone Communications Systems; Utilities

IDENTIFIERS- *American Telephone and Telegraph Company; Deregulation; *Divestiture; Pricing

Three papers consider various aspects of the AT&T (American Telephone and Telegraph Company) court-ordered divestiture. The first paper, "InterLATA Toll Alternatives for the Bell Regional Holding Companies" (Elizabeth A. La Blanc, Ann M. Wolf, and Richard M. Wolf), examines six options available to the RHCs (regional holding companies) for permitting them to enter into the interLATA or inter-state (long distance) provision of telephone service. The second paper, "Forces Affecting Telephone Bills, Post Divestiture" (Elizabeth La Blanc and Edgar Gentle) projects residential telephone rates for 1990 and considers the factors affecting them, including competition, deregulation, and pricing. It also compares post-divestiture 1990 telephone bills with what they would have been if divestiture had not taken place and bills had simply risen with inflation. The third paper, "Pre- and Post-Divestiture Purchasing Practiced by the Bell Operating Companies" (Gordon T. Ray), compares the RHC purchasing practices since the AT&T divestiture with those of AT&T before the divestiture, noting that the RHC's expansion into fields beyond the traditional telephone network has resulted in the purchase of products and systems representing a wide variety of technologies from a diverse group of manufacturers. It is concluded that RHC purchasing practices have adjusted, and will continue to adjust, to these changes. (Author/EW)

used to create the travel displays and mathematical models were created for each of the objects using computer graphics. These graphics were edited and transferred to videotape and a hypercard program was created to complement the orientation phase of the videotape. The subjects were asked to identify the correct object from the alternatives presented on the computer monitor as soon as the three-dimensional objects had passed through a two-dimensional plane described as "the detector field"; each subject was individually tested by an observer. The t-test procedure found in the Statistical Process System software package was used to compare the abilities of male and female subjects to identify the objects correctly at each of five levels of difficulty. Although other studies have found males to perform better than females on many tests of visual/spatial ability, a difference is not evident in this study. These conclusions are tentative, however, because of the size and unbalanced nature of the sample of 10 males and 31 females. The text is supplemented by four figures and one table. (31 references) (EW) groups. The text is supplemented by one figure. (10 references) (EW)

PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Assisted Instruction; *Individualized Instruction; *Instructional Design; *Interactive Video; *Learning Strategies; Literature Reviews; Psychological Studies; *Student Characteristics; Videodisks
IDENTIFIERS- *Learner Control

This paper examines prior research on learner control in an effort to apply the findings to the design of interactive video systems. Early research on learner control is detailed, including descriptions of research supporting learner control or having mixed reactions to learner control. Alternatives to learner control are also discussed, including adaptive control strategies and learner control with advisement. The effects of learner characteristics on learner control are then considered, and research that specifically considers interactive video is detailed. Suggestions for the effective design of interactive video materials emphasize the importance of training, the need for individualized design, and the effect of content on learner control and retention. (31 references) (EW)

Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Cognitive Ability; *Instructional Design; Layout (Publications); Learning Theories; *Prompting; *Readability; *Reading Comprehension; *Visual Aids
IDENTIFIERS- *Text Design

This paper presents a theory of instructional text design that takes into account the process of reading comprehension and the variables in both the reader and the text which can affect that process. Three areas of design concern--legibility and readability, visual illustration, and structure and organization--are discussed. Each area design concern is considered as contributing either to the "interactivity" of the process or to the structure and organization aspect of acquired knowledge in memory. A unifying theory incorporating all three areas of concern is then presented which is based on findings of prior research that: (1) reading is an interactive process between reader and text; (2) the process is contributed to by characteristics of both the text and the reader; and (3) knowledge in memory is highly structured and organized. It is argued that, given these factors, design elements of the text can be manipulated to ensure that existing knowledge in the reader can be activated so that new knowledge presented in the text in a structured and organized way and appropriately highlighted through verbal and typographic cuing supported, as required, by visual illustration and organization, can be assimilated in a manner facilitative of reading comprehension. One diagram is provided. (28 references) (EW)

The movement of society into the Information Age raises a number of important issues in the field of library and information science, including the role of libraries and information in building a learning society and helping individuals to learn. The library/information community also needs to address the issue of the government's role in disseminating information and protecting individual and property rights, and the government's support for (or competition with) the private sector in the field of information. Other issues of concern are the role of information in the economy, the value of information, the protection of intellectual property rights, and the determination of what future information professionals will need to know if they are to be able to meet the changing needs of the emerging Information Society. Finally, the issues of lifelong learning as raised in recent reports in the nation's educational system need to be examined, and the role of libraries in developing information skills needed for lifelong learning needs to be addressed. (3 notes/references) (EW) increase their levels of education, master general and job-specific skills, develop networks of contacts, seek opportunities to demonstrate their ability, enlist mentors and sponsors, emulate successful leadership styles, and expand organizational affiliations; (2) "Weighing the Costs of Upward Mobility," by Linda J. Reisser, which reports on a survey to identify factors which might cause top female administrators in Washington community colleges to consider resigning; (3) "Mentoring as an Advancement Tool," by Sylvia Pellish, which advocates an increase in mentoring activities on college campuses as a means for the professional advancement of women in higher education; (4) "The Asilomar Leadership Skills Seminar: New Leaders for California's Community Colleges," by Pamila Fisher, Ruth Hemming, and Robin Richards, which presents the findings of a follow-up study of 300 women who participated in a training program for women in key community college leadership positions to determine its impact on their professional lives; (5) "Women and Work: Comparable Worth in Community Colleges," by Gaye Luna, which predicts the social, political, economic, administrative, and institutional effects of implementing comparable worth policies in education; and (6) "The Leader's Project: Process and Product That Work," by Gail James, which highlights several 1987 projects sponsored by the "Leaders for the 80's" program. (MDB) community colleges in Arizona, California, New Mexico, and Texas to meet the educational needs of Hispanic students and to investigate the relationship between these strategies and Hispanic student retention rate. Questionnaires were sent to the presidents of Southwestern community colleges with a 5% or greater Hispanic enrollment, requesting information on retention rates and strategies in effect. Study findings, based on responses from 88 colleges, included the following: (1) 50% of the colleges actively recruited Hispanic students; (2) 37.5% offered financial aid; (3) 92% provided academic advising about transferability of courses, 70.5% career counseling into selective programs, 88.6% academic support services, and 21.5% special orientation; (4) 38.6% offered bilingual courses, 55.6% English as a Second Language (ESL) courses, 50% Hispanic studies courses, and 100% developmental courses; (5) 89.8% had mandatory assessment, and 64.8% had mandatory placement; (6) 31.6% provided staff development to increase sensitivity to the problems of Hispanic students; and (7) 2.6% had a proportional ethnic composition of faculty and staff. An analysis of retention rates showed that retention was improved by proportional financial aid, career counseling into selective programs, bilingual education, ESL classes, and Hispanic studies classes. The study report includes an extensive literature review on population trends, the Hispanic socioeconomic cycle, Hispanic participation in higher education, and recruitment and retention programs and strategies. The study instrument and a list of 111 references are appended. (EJV)

45.4% of the degree credit students and 13.0% of the non-degree credit students reported reading it several times during the fall semester; (5) for degree credit non-readers, 58.9% indicated that they were too busy to be bothered with reading the paper; (6) the favorite section of both groups was on-campus events and announcements, though a sizable proportion of the degree credit students favored the campus news section; and (7) 34% of the degree credit students indicated that the sports section was their least favorite part of the paper. Detailed study findings and the survey instrument are appended. (MDB)

education authority; (3) regional authority; (4) national authority; (5) organization of the schools; (6) curriculum guidelines and the model plan for teaching in the basic school; (7) cooperation between school and home; (8) the education of the Sami people; (9) the education of other minority groups; (10) assessment and evaluation; (11) distribution of subjects and periods and the allocation of teaching periods; and (12) problems and trends in primary education, including funding methods, ways to achieve national standards while increasing local autonomy, easing of the transition from preschool to primary education, increasing the number of teachers and decreasing teacher load, removing sex bias, introducing computer technology, and retaining teachers. A note about private schools in Norway concludes the report. (RH)

model, estimated with an expenditure variable specified as a polynomial lag, suggest allocating resources to education increases output as teacher quality and quantity and increased funding have positive influence on educational outcomes. Standardized achievement test scores are used as school output measures. Teacher input measures include percent with masters degrees and pupil/teacher ratio. Per pupil expenditure is used as a measure for supplies/facilities. Nonschool inputs are average daily school system attendance rate and parent-teacher organization participation rate. Percent of population 25 years or older with high school diploma and percent nonwhite are included as household or socioeconomic input measures. The high school student retention rate represents school quantity. Classifications of school districts (city, urban county, suburban county, and rural county) are included in the model using discrete measures to examine the effects of community structure on the education process. (NEC)

involvement programs. The rationale presents the benefits of parental involvement and describes participatory roles for parents. The parental involvement model contains three components: (1) parent awareness, divided into areas of self-awareness, school environment awareness, and parenting; (2) parent partnership, as a tutor in the home or classroom, or as a volunteer in the school; and (3) the parent advisory council, which collaborates with the local school district on issues pertaining to migrant education. The guide characterizes a functional parental involvement program. It also includes a schematic model of the interactions among child motivation, child skill, and parent self-image; and a description of four levels of parental involvement and sophistication. Five appendices covering relevant federal regulations, competencies for parental involvement, competencies for parent advisory councils, aspects of training parent volunteers, and 11 references are included. (SV)

ED 295 777 RC 016 636

Kessler, Carolyn; And Others
Empowering Migrant Children: Talking, Writing, Learning.
PUB DATE- Aug 87
NOTE- 34p.; Paper presented at the World Congress of Applied Linguistics (8th, Sydney, New South Wales, Australia, August 16-21, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Bilingual Education Programs; Cultural Context; Ethnography; *Grade 5; Intermediate Grades; *Mexican American Education; Migrant Children; Self Concept; *Teaching Methods; *Writing Improvement
IDENTIFIERS- English (Southwest); Initial Reading Inventory; *Interactive Teaching; Spanish (Texas); Texas (South)

This ethnographic study of 22 bilingual Mexican American fifth grade students in rural Texas examines which pedogogical techniques reduced students' risk of failure. Classroom instruction was based on Cummins' model of community intervention in which story-telling, dialogue journal writing, and bilingual dialogue between teacher and students figure significantly. Twenty-one books, written and compiled by the students in one year, achieved the following goals: they (1) conveyed the importance of writing, (2) developed fluency, (3) showed students that errors are integral to the learning process, (4) provided genuine communicative exchanges, (5) provided a daily reading lesson, (6) addressed individual needs, (7) developed a positive self-image, and (8) created a sense of success. Pre- and post-test scores on the initial reading inventory revealed achievement gain of three years during this one-year program. Students' statements of their future plans suggested that their self-esteem as bilingual students and their goal orientation had improved. Examples of the children's writing and drawing are appended. (CS)

ED 295 792 SE 049 106

Pedwaydon, Vivian, Ed.
Proceedings of the Honors Teacher Workshop of Middle Grade Mathematics (East Lansing, Michigan, June 21-July 17, 1987).
SPONS. AGENCY- National Science Foundation, Washington, D.C.
PUB DATE- 87
NOTE- 231p.; For a related document, see SE 049 107. Appendix D contains small print.
GRANT- NSF-TEI-86-51686
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Algebra; *Elementary School Mathematics; Elementary Secondary Education; Gifted; Manipulative Materials; Mathematics Achievement; Mathematics Anxiety; *Mathematics Curriculum; Mathematics Education; *Mathematics Instruction; *Middle Schools; Probability; Problem Solving; Ratios (Mathematics); Secondary School Mathematics; Sex Bias; Staff Development; *Teacher Education; Workshops

Twenty-five outstanding middle grade mathematics teachers were selected by the staff of the Middle Grades Mathematics Project (MGMP) at Michigan State University to participate in an Honors Teacher Workshop during the summer of 1987. During the final week of the encounter, 50 colleagues joined the workshop. The participants came from 20 different states and represented a cross-section of the best mathematics teachers throughout the nation. A major focus of the workshop was the development of instructional leadership. The potential for leadership weighed heavily in the selection process. The effects of the workshop will be assessed in a follow-up poll in September, 1988. This document contains general information relative to the workshop, as well as 14 presentations: "Critical Issues in Middle School Mathematics"; "Destroying Boxes"; "Some Issues in Teaching Secondary School Mathematics"; "Problem with a Purpose"; "Teaching Math with Manipulatives"; "Probability"; "Changing the Negatives to Positives: Transforming General Mathematics Classes"; "Gender Bias and Negative Numbers"; "Proportional Reasoning"; "Math Anxiety"; "Teaching Gifted and Talented"; "Algebra"; "Mathematical Paradoxes in School"; and "Equations." (PK)

ED 295 807 SE 049 187

Clayton, Gypsy Abbott; And Others
Effective Mathematics Teaching: Remediation Strategies: Grades K-5.
Southeastern Educational Improvement Lab., Research Triangle Park, NC.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 88
NOTE- 242p.; Drawings, charts, and graphs may not reproduce well.
CONTRACT- 400-86-0007
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Arithmetic; Computation; Elementary Education; *Elementary School Mathematics; Geometry; Instructional Development; Intermediate Grades; Mathematics Curriculum; Mathematics Education; *Mathematics Instruction; Primary Education; Probability; Problem Solving; *Remedial Instruction; *Remedial Mathematics; Teacher Education; *Teacher Effectiveness

This handbook is intended to contribute to the development of a theory of remedial instruction that can be easily understood and assimilated by teachers. The document evolved from research and workshop activity over a period of several years. It is designed for use by those with instructional or supervisory reponsibilities in elementary schools, grades K-5. It is divided into three distinct and quite different sections. The first section describes four competencies consistently demonstrated by effective mathematics teachers in these grade levels. Those competencies are: (1) knowledge of the content and structure of mathematics; (2) knowledge of cognitive/developmental theories; (3) knowledge of and ability to diagnose students' errors; and (4) knowledge of and ability to select instructional strategies appropriate for reteaching mathematics skills and concepts. The second section is devoted to the diagnosis of specific errors frequently encountered in grades K-5. In addition, the development of strategies to effectively remediate these errors is included. The handbook concludes with an extensive primer on the concept of the training of trainers. (PK)

ED 295 822 SE 049 203

Chazan, Daniel
Similarity: Exploring the Understanding of a Geometric Concept. Technical Report 88-15.
Educational Technology Center, Cambridge, MA.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jan 88
NOTE- 127p.; Some pages with small or light print and drawings may not reproduce well.
CONTRACT- 400-83-0041
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Computer Assisted Instruction; Computer Oriented Programs; *Geometric Concepts; *Geometric Constructions; Geometry; Mathematics Curriculum; Mathematics Education; *Mathematics Instruction; Plane Geometry; *Ratios (Mathematics); Secondary Education; *Secondary School Mathematics; Solid Geometry; Volume (Mathematics)
IDENTIFIERS- *Geometric Supposer

Previous work has identified four areas of difficulty that students seem to have with the topic of similarity: (1) understanding the definition of similarity; (2) proportional reasoning; (3) dimensional growth relationships; and (4) correspondences in right triangle similarity. This paper reports the results of an investigation into high school students' understanding of similarity. A unit addressing three of these difficulties was constructed for use with the "Geometric Supposer." Students were observed as they learned similarity with this unit and were given pretests and posttests on fractions, ratio and proportion, and similarity. From the observations and tests, clarification of these three difficulties will be sought. The resulting greater understanding of student difficulties with similarity will be of use to practitioners and of interest to the mathematics education research community. The use of technology, specifically the "Geometric Supposer," provides two benefits. First, it supports a pedagogy which seeks to attack directly the students' difficulties in understanding similarity. Second, the lab setting allows researchers as well as teachers to examine directly student thought processes in the classroom. (Author/PK)

ED 295 837 SE 049 219

Thompson, Virginia; Kreinberg, Nancy

FAMILY MATH: A Report of an Intervention Program That Involves Parents in their Children's Mathematics Education.

PUB DATE- 86

NOTE- 13p.; Paper presented at the Annual Meeting of the American Association for the Advancement of Science (Philadelphia, PA, 1986).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Elementary School Mathematics; Elementary Secondary Education; *Mathematics Curriculum; Mathematics Education; *Mathematics Instruction; Parent Attitudes; *Parent Participation; *Parent Workshops; *Problem Solving; Secondary School Mathematics

This document describes the FAMILY MATH course which has been developed to teach parents how to help their children learn mathematics. The goals of the program are to: (1) provide parents with activities to help their children with mathematics at home; (2) provide parents with information about the importance of mathematics in future schooling and work; (3) inform families about the equity issues around mathematics; (4) inform parents that mathematics is important for all students; (5) build awareness that mathematics consists of more than arithmetic and rote computations; (6) develop problem-solving skills and the ability to talk about mathematics; (7) build positive attitudes toward mathematics; (8) help parents feel that they can and do make a difference in their children's mathematics education; and (9) provide an opportunity for all members of the family. The document includes results of a survey of class participants, sample materials, a description of the evolution of the project, and projections of future activities. (PK)

ED 295 838 SE 049 220

ED 295 852 SO 018 665

Wright, H. Curtis
The Central Problem of Intellectual History.
PUB DATE- 2 Oct 87
NOTE- 15p.; Paper presented at the Annual Conference of the Society of Educators and Scholars (12th, Charleston, IL, October 2, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Christianity; Cultural Background; Greek Civilization; *Intellectual History; *Naturalism; Philosophy; Religion; *Western Civilization

Western civilization constitutes a perennial conflict of spiritualities derived from comprehensive world views that are contradictory and irreconcilable. These world views are the vertical view of Judeo-Christian supernaturalism, and the horizontal view of Greco-Roman naturalism. The Judeo-Christian view holds that reality includes and transcends the natural order, while the Greco-Roman naturalism holds that all reality is included within the natural order. James Thrower states that the argument is between a religious and non-religious response to reality. Greek culture moved from religion through mythology to philosophy where it split into (1) matter philosophy or materialism, the basis of the natural and physical sciences; and (2) form philosophy or idealism, which evolved from materialism and later created humanistic scholarship. The axiomatic assumptions underlying naturalism have not been challenged while those axioms underlying supernaturalism have been challenged. Christian scholars must be thoroughly familiar with the Greco-Roman tradition in order to examine its underlying axioms. There has not been a single comprehensive history of the horizontal tradition, although Franklin L. Baumer has recently launched an effort to trace the modern development of the horizontal tradition. The religious dilemma of modern man cannot be solved by utilitarian arguments. (SM)

ED 295 866 SO 019 048

Remele, Larry
"Things As They Should Be": Jeffersonian Idealism and Rural Rebellion in Minnesota and North Dakota, 1910-1920.
PUB DATE- 88
NOTE- 14p.; Paper presented at the Annual Meeting of the Minnesota Historical Society (Minneapolis, MN, October 31, 1987). Photographic slides accompanied the presentation.
AVAILABLE FROM- Minnesota Historical Society, 690 Cedar St., St. Paul, MN 55101 ($3.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Capitalism; *Democracy; Democratic Values; *Farmers; History; Political Attitudes; Political Influences; Rural Areas; *Rural Farm Residents; United States History
IDENTIFIERS- *Jeffersonian Democracy; Minnesota; North Dakota; Revolt of the Masses

Thomas Jefferson's elevation of the small landowning farmer to the guardian and bastion of democracy became the centerpiece for a later generation's struggle. Jeffersonian democracy, a philosophy based on the belief that "those who labor in the earth are the chosen people of God" guided the rural insurgents that swept Minnesota and North Dakota in the early 20th century. The language of battle permeated all rural movement literature depicting the farmer as the basis of wealth, while being victimized by an unjust economic system that allowed others to appropriate what rightfully belonged to the farmers. This picture pitted those who were honest and open against those who were nefarious, underhanded, and dishonest. To this patriotic image, men added allusions to heroes such as Paul Revere. The battle between the image of the heroic farmer and exploitative capitalist was cast in Jeffersonian language filled with heroic imagery. Rural movements challenged rural people to recognize themselves as liberators. Words and symbols proclaimed the continuity of Jeffersonian Democracy in early 20th century agrarian movements in Minnesota and North Dakota. The effort to meld farmers into a powerful political weapon called upon many of the symbolic and philosophical images popularized a century earlier by Jeffersonian democracy. (SM)

ED 295 880 SO 019 089

The Nature and Level of Federal Support for Museums in Fiscal Years 1985 and 1986: A Federal Study Mandated by Congress and Conducted by the Institute of Museum Services on Behalf of the Federal Council on the Arts and the Humanities.

Federal Council on the Arts and Humanities, Washington, DC.; National Foundation on the Arts and Humanities, Washington, DC. Inst. of Museum Services.

PUB DATE- Feb 88
NOTE- 258p.
LANGUAGE- English
EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Federal Aid; *Federal Programs; *Financial Support; *Museums; National Surveys; *Organizational Objectives; *Program Descriptions; Public Support; Success
IDENTIFIERS- *Congress

A national study, mandated by the U.S. Congress and undertaken by the Institute of Museum Services, was completed to determine: (1) the nature and level of federal support for museums; (2) the areas in which federal support overlaps or is inadequate; (3) the impact of this institute in achieving its goals; and (4) the impact and status of conservation and preservation programs. Specific chapters address: (1) the levels and types of federal support for museums; (2) overlap in federal support; (3) federal assistance for emerging museums; (4) federal support of museum conservation programs; and (5) an overview of specific programs. Results indicate that federal support is an important source of museum income, overlap instances are rare, and federal support is adequate. The Institute of Museum Services provides the largest amount of financial support and number of grants. Appendices, which comprise about half of the document, include: (1) the survey instrument; (2) a list of individuals and organizations consulted; (3) mailing lists; (4) the survey respondents; (5) sources of indirect support; (6) types of support; (7) matching requirements; and (8) overlap instances. Eleven data tables are included. (JHP)

ED 295 895 SO 019 232

Issues in Discipline-Based Art Education: Strengthening the Stance, Extending the Horizons. Seminar Proceedings (Cincinnati, Ohio, May 21-24, 1987).

Getty Center for Education in the Arts, Los Angeles, CA.

REPORT NO.- ISBN-0-89236-136-0
PUB DATE- 24 May 87
NOTE- 157p.
AVAILABLE FROM- J. Paul Getty Trust, The J. Paul Getty Book Distribution Center, P.O. Box 2112, Santa Monica, CA 90406 ($9.00).
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Aesthetic Education; Art Appreciation; *Art Education; Art History; *Child Development; Cognitive Development; *Cognitive Style; Concept Formation; Cultural Influences; *Curriculum Development; *Developmental Psychology; Visual Arts; Visual Literacy
IDENTIFIERS- *Discipline Based Art Education

The rationale for this seminar was to strengthen the discipline-based art education (DBAE) stance and extend its horizons. The format of the proceedings featured a speaker followed by a respondent and group discussions on each of the four issues addressed by the seminar. Dennie Wolf explained how current research in child development and cognitive styles applies to concept acquisition in the context of DBAE. Enid Zimmerman responded to Wolf's remarks by saying that the designers of DBAE curricula should be sensitive to the varying perceptual capacities of children. June King McFee addressed the issue of art and society by explaining that the socio-cultural aspects of art should be included as a foundation for art education, curriculum development, and teacher education. Stephen Dobbs responded to McFee's remark by suggesting new and expansive possibilities for art education. Ronald N. MacGregor spoke on the issue of curriculum reform by stating that DBAE must now become more participatory and open-ended. D. Jack Davis responded to MacGregor's remarks by stating that both student and teachers should be involved in shaping the learning experience. Brent Wilson discussed the boundaries of DBAE. He pointed out that instruction in all four

ED 295 912 SP 030 257

Kelly, Joyce V., Comp.; Ball, Judy K., Comp.
Selected Bibliography on AIDS for Health Services Research.
National Center for Health Services Research and Health Care Technology Assessment (DHHS/PHS), Rockville, MD.
PUB DATE- Sep 87
NOTE- 119p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Acquired Immune Deficiency Syndrome; *Community Health Services; *Delivery Systems; Epidemiology; *Government Role; Health Insurance; *Medical Services; Prevention; Program Costs; Trend Analysis

This bibliography cites 355 references to journal articles and other reports dealing with Acquired Immune Deficiency Syndrome (AIDS) and how it is being addressed through the health services delivery system. Annotations are arranged alphabetically by principal author within the following major categories: (1) bibliographies; (2) classification and definition of AIDS; (3) community services; (4) costs; (5) drug treatment and vaccines; (6) epidemiology; (7) federal policy; (8) health insurance and Medicaid coverage; (9) hospital use; (10) international information; (11) patient care and treatment; (12) prevention; (13) projections and trends; (14) state activities on AIDS; and (15) testing. Additional references (many from nontechnical periodicals) also are alphabetically listed at the end of each category. (Author/JD)

ED 295 913 SP 030 258

Oversight Hearing on Education on Acquired Immune Deficiency Syndrome (AIDS) in Elementary and Secondary Schools. Hearing before the Committee on Education and Labor, House of Representatives, One

ED 295 929 SP 030 309

Barro, Stephen M.
Salary Structures for Public School Teachers, 1984-85. Survey Report.
National Center for Education Statistics (ED), Washington, DC.
REPORT NO.- CS-87-357
PUB DATE- Jun 88
NOTE- 34p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Numerical/Quantitative Data (110)
DESCRIPTORS- Degrees (Academic); Elementary Secondary Education; Incentives; Policy Formation; *Public School Teachers; *Teacher Background; *Teacher Characteristics; *Teacher Salaries; *Teaching Experience

This survey gathered data on the salaries, characteristics, locations, and assignments of individual teachers, making it possible to present three kinds of information on salaries and salary structures of United States teachers: (1) average salaries for public school teachers by selected teacher background characteristics, qualifications, location, and assignment; (2) relationships of salary to teaching experience and degree level, the two factors that figure most prominently in local teacher salary schedules in the United States; and (3) differences in salary profiles by race, sex, geographical region, and size of school district. (JD)

ED 295 930 SP 030 321

Overseas Teachers Act of 1987. Joint Hearing on H.R. 3424, a Bill Amending the Defense Department Overseas Teachers Pay and Personnel Practices Act and the Defense Dependents' Education Act of 1978, before the Committee on Post Office and Civil Service and the

ED 295 945 TM 011 264

Bierschenk, Inger
The Controlling Function of the Agent in the Analysis of Question-Response Relationships.
Lund Univ. (Sweden). Cognitive Science Research.
PUB DATE- 87
NOTE- 25p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Cognitive Processes; *Cross Cultural Studies; *Linguistics; Models; Psycholinguistics; *Responses
IDENTIFIERS- Agent Action Objective Model; Question Answer Reciprocity

In contrast to traditional linguistic analysis, a model based on the empirical agent is presented and tested. A text is regarded as an intentionally produced cognitive process. The analysis has to take the agent (perspective) into account to facilitate an adequate processing of its objectives (viewpoints). Moreover, the model is surface-oriented and assumes that the cognitive relevance of an utterance is defined by the dynamics of the text production and not by artificial criteria. The model has been tested on responses to questionnaire items constructed by a multinational industry. The responses were produced by 35 randomly selected workers (mechanics) from England, Italy, Sweden, West Germany, and the United States; seven subjects were chosen from each country. The differences were tested for the power of normal curve test of P(sub 1) equals P(sub 2) via arcsine transformation at a(sub 1) equals 0.05. By agent control of the question-response relationship, differences in coherence could be demonstrated. English and Swedish workers showed a significantly higher coherence with the perspective of the industry, whereas Italian, German, and American workers assume their own agent function in their response behavior. (TJH)

ED 295 960 TM 011 737

Becker, Betsy Jane
Synthesizing Standardized Mean-Change Measures.
PUB DATE- Nov 87
NOTE- 45p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Equations (Mathematics); *Meta Analysis; *Pretests Posttests; Psychomotor Skills; Research Methodology; Sampling; *Synthesis
IDENTIFIERS- *Standardized Mean Change Measures

A new approach is presented for the meta-analysis of data from pre-test/post-test designs. With this approach, data from studies using different designs may be compared directly and studies without control groups need not be omitted. The approach is based on a "standardized mean-change" measure, computed for each sample within a study, and involves analysis of the standardized mean changes and differences in the standardized mean changes. Analyses are illustrated using the results of studies of the effectiveness of mental practice on motor-skill development. Standardized mean-change measures can be analyzed using fixed-effects, random-effects, or mixed models, depending on the assumptions the researcher is willing to make concerning the behavior of and relationships among population mean-change parameters. These measures have reasonable statistical properties and their use may simplify the synthesis of results from studies with multiple treatment groups and multivariate outcomes. However, analyses of standardized mean changes should not be chosen over more informative and powerful longitudinal designs in the conduct of future primary research. (TJH)

ED 295 961 TM 011 738

ED 295 976 TM 011 789

Mohr, Patricia A.; And Others

South Carolina Statewide Testing Program 1987: Summary Report. Volume 1, Number 94.

South Carolina State Dept. of Education, Columbia. Office of Research.

PUB DATE- Nov 87

NOTE- 268p.

LANGUAGE- English

EDRS Price - MF01/PC11 Plus Postage.

PUB TYPE- Numerical/Quantitative Data (110) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Academic Achievement; Educational Improvement; *Elementary School Students; Elementary Secondary Education; Grade 4; Grade 5; Grade 7; Grade 9; Grade 11; High School Students; Language Tests; Mathematics Tests; Public Schools; Reading Tests; Science Tests; Scores; Social Studies; Spelling; *State Surveys; *Testing Programs

IDENTIFIERS- *Comprehensive Tests of Basic Skills; Reference Skills; *South Carolina

Results of the 1987 assessments of grades 4, 5, 7, 9, and 11 in South Carolina public schools are summarized. The Comprehensive Tests of Basic Skills, Form U, was administered to 222,956 South Carolina students in these grades. Achievement levels of grades 4, 5, and 7 were above the national median in all seven areas tested (reading, spelling, language, mathematics, reference skills, science, and social studies). The 1987 assessment represents the first time that students in these three grades scored above the national median in all areas. In grades 9 and 11, scores were above the national median in all areas, except reading, reference skills, and science. Performance has risen for all grades since 1983, reflecting great improvement in educational quality in South Carolina. Bar graphs show performance for each grade form 1983 to 1987. Six appendices describe the tested students according to the parameters included in the report. (SLD)

ED 295 991 TM 011 843

Coffman, William E.
An Historical Perspective on Key Measurement Issues: Individual Differences, Errors of Measurement, and Accountability.
PUB DATE- Apr 88
NOTE- 27p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (New Orleans, LA, April 6-8, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Accountability; Educational Assessment; *Educational History; Educational Trends; Elementary Secondary Education; *Error of Measurement; *Individual Differences; Literature Reviews; *Program Evaluation; Scores; *Test Interpretation; Test Use

Given the wide individual differences among any group of students and since measurements are always accompanied by errors, the question of how tests should be used in assessing the quality of an educational program is considered. The ways in which educators have dealt with this problem are reviewed, from the systematic examinations of the question beginning in the 1930s through the grasp of the problem today. A better understanding of the evaluation process as proposed in 1951 by W. Cook is presented. Since that time educational measurement has been characterized by alternating emphasis on the development of excellence and a focus on minimum essentials. There currently is no general agreement on reference standards, and no simple answer to the meaning behind test results has been found. Five exhibits present sample data illustrating the effects of individual differences among students' test scores. A personal perspective is provided throughout the discussion. (SLD)

ED 295 992 TM 011 844

ED 296 007 TM 011 928

Denton, Jon J.; And Others
Two Investigations into the Influence of Incentives and Subject Characteristics on Mail Survey Responses in Teacher Education.
PUB DATE- Apr 88
NOTE- 26p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Data Collection; *Incentives; Rating Scales; *Responses; *Sampling; *Teacher Education; Teachers
IDENTIFIERS- *Mail Surveys; *Response Patterns; Response Rates (Questionnaires)

Two investigations examined whether incentives increase the number of survey returns from former students and whether ideographic characteristics, incentives, and multiple mail-outs influence the perceptions of respondents. Survey responses of 125 (Study 1) and 67 (Study 2) baccalaureate graduates in education were used. The survey included 43 Likert-type items associated with educational knowledge and skills. Sampling former students (teacher education programs) across years of experience and level of teaching did not result in response bias for these characteristics. Second, using small monetary incentives (quarter, half dollar, dollar) and a raffle for a professional journal to encourage responding to a survey were unproductive, while establishing a communication network (newsletters) with former students was productive. Third, using multiple requests to increase the number of returns did not affect item response patterns across mail-out requests. Four tables summarize study data. (SLD)

ED 296 008 TM 011 931

ED 296 021 UD 026 217

Crull, Peggy, Ed.
Exploring and Testing Experimental Programs.
City Univ. of New York, NY. Office of Student Affairs and Special Programs.
PUB DATE- 87
NOTE- 58p.; For the three individual articles making up this theme issue, see UD 026 218-220.
AVAILABLE FROM- Linkages, Office of Special Programs, City University of New York, 555 West 57th St., Suite 1512, New York, NY 10019.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Reports - Evaluative/Feasibility (142) Collected Works - Serials (022)
DESCRIPTORS- *College Students; Dropouts; *Experimental Programs; Higher Education; Mentors; Parent Role; Peer Teaching; *Program Effectiveness; Remedial Instruction; Special Programs; Study Habits
IDENTIFIERS- *City University of New York; *Project SEEK

This document is an issue of a journal "Linkages," that in general serves as a forum for exchanging information and ideas on issues relevant to three City University of New York (CUNY) programs. The programs are Search for Education, Elevation, and Knowledge (SEEK), College Discovery (CD), and College Discovery and Development Program (CDDP). This theme issue highlights the SEEK program and contains three articles describing creative experiments to enhance the academic integration of students in this program into the colleges they attend. The goal is to increase the chances that they will remain in college and graduate. The articles included in this volume are the following: (1) "The Take Advantage Now/Parent Education Project" (David Walters); (2) "The Effect of Coordinated Programming on the Academic Performance and Persistence of Underprepared College Students: A Longitudinal Study" (Frances Geteles); and (3) "Effectiveness of Peer Tutor/ Mentors for Disadvantaged Students at Brooklyn College: Preliminary Analyses" (Mary Oestereicher). The issue concludes with a description of some activities and publications of the Office of Special Programs. Biographical information on the contributors is presented. (VM)

ED 296 035 UD 026 232

Swartz, Katherine
Commentary: How the Overlap between the Poverty and Medicaid Populations Changed between 1979 and 1983.
Urban Inst., Washington, D.C.
SPONS. AGENCY- Health Care Financing Administration (DHHS), Washington, DC.
PUB DATE- Jun 87
NOTE- 20p.; For a related document, see UD 026 230.
CONTRACT- HCFA-500-83-0058
AVAILABLE FROM- The Urban Institute, 2100 M Street, N.W., Washington, DC 20037.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Census Figures; *Children; Demography; Economically Disadvantaged; Economic Change; Economic Status; Federal Aid; *Federal Programs; *Females; *Health Programs; Older Adults; Participation; Population Trends; *Poverty; Poverty Programs; Program Evaluation; *Welfare Recipients; Welfare Services; Young Adults
IDENTIFIERS- Aid to Families with Dependent Children; *Medicaid; Omnibus Budget Reconciliation Act 1981

The bad economy, the eligibility controls of the Omnibus Budget Reconciliation Act, and state controlled Aid to Families with Dependent Children payment standards had different aggregate effects for different Medicaid eligibility groups between 1979 and 1983. Increases in the number of children and young women covered by Medicaid did not keep pace with increases in the number of children and young women in poverty: the proportion of poor children on Medicaid fell from 49 to 47 percent; the proportion of near-poor children on Medicaid fell from 18 to 10 percent. For young women in poverty the possibility of being on Medicare declined from 46 to 41 percent; for near-poor young women it fell from 19 to 9 percent. The number of elderly Medicare recipients declined sharply, although the likelihood of a noninstitutionalized very elderly women in poverty being enrolled in Medicaid increased slightly. This state of affairs has particular ramifications for the 24 percent of all children living in poverty and for the

ED 296 048 UD 026 251

Employment and Earnings. Volume 35, Number 3, March 1988.

Bureau of Labor Statistics (DOL), Washington, D.C.
PUB DATE- Mar 88
NOTE- 149p.; In this issue: 1987 Annual Averages for National Establishment Survey Data.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Collected Works - Serials (022) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Black Employment; *Employment Level; Employment Patterns; *Employment Statistics; Income; Job Development; *Labor Market; *National Surveys; Productivity; *Unemployment; Working Hours; Youth Employment

This document presents the following monthly statistical data for the population of United States: (1) employment status; (2) characteristics of the unemployed; (3) characteristics of the employed and their job categories; (4) seasonally adjusted employment and unemployment; (5) national employment; (6) employment in states and areas; (7) national average hours worked and earnings; (8) hours and earnings in states and areas; (9) productivity data; and (10) state and area labor force. Among the employment and unemployment developments in February 1988 are the following: (1) the overall jobless rate was 5.6 percent, and the civilian worker rate was 5.7 percent, both slightly down from recent months; (2) nonagricultural payroll employment surged by 530,000; (3) total civilian employment rose by nearly 300,000; (4) the number of persons unemployed was 6.9 million, about the same as in January; (5) jobless rates were 4.9 percent for adult men, 5.2 for adult women, 15.4 for teenagers, 4.8 for Whites, 12.6 for Blacks, and 8.3 for Hispanics; (6) the median duration of unemployment was 6.4 weeks; (7) the proportion of the population with jobs was at a record 62.2 percent; (8) the civilian labor force grew to a level of 121.4 million; (9) the labor force participation rate was 66.0 percent; (10) total nonagricultural payroll employment rose by 530,000, to 104.3 million; (11) the average work week was 34.9 hours for production or nonsupervisory workers, 40.9 for manufacturing workers; (12) the Hourly Earnings Index was 176.5. Data are presented on 62 tables. Explanatory notes

ED 296 062 UD 026 274

The Future of Migration.

Organisation for Economic Cooperation and Development, Paris (France).

REPORT NO.- ISBN-92-64-12949-9
PUB DATE- 15 May 86
NOTE- 322p.; Report of the Conference of National Experts on the Future of Migration (Paris, France, May 13-15, 1986).
LANGUAGE- English
EDRS Price - MF01/PC13 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Books (010)
DESCRIPTORS- Demography; Economic Change; *Foreign Countries; Government Role; Labor Market; Migrant Children; *Migrant Employment; Migrant Housing; *Migrant Problems; *Migrants; *Migration Patterns; Undocumented Immigrants
IDENTIFIERS- Australia; Economic Effects; *Economic Impact; Economic Influences; *Europe; Middle East; Organisation for Economic Cooperation Development

This book comprises papers delivered at a conference of National Experts on Migration. The principle objective of the conference was twofold: to examine significant trends that will affect the future of migration in countries in the Organization for Economic Co-operation and Development (OCED), and to identify the relevant issues that will have to be faced in the design of future migration policies. The book is divided into an introductory section and three additional sections. The following papers (and authors) comprise the first section, "The Conference: Introduction, Summaries and Conclusions": (1) "Introduction to the Conference" (Jean-Claude Paye); (2) "Summaries by the General Rapporteurs" (Reginald Appleyard and Nermin Abadan-Unat); and (3) "Chairman's Conclusions" (Pierre Laroque). Part I, "Long-Term Aspects of International Migration Flows," contains: (1) three papers under the heading of The Experience in the Main Geographical Areas: "European Receiving Countries" (Denis Maillat), "European Sending Countries" (Heiko Korner), and "Non-European Receiving Countries" (Freda Hawkins); (2) "Demographic Trends and International Migration" (Antonio Golini and Corrado Bonifazi); and (3) "The Implications of Growing Economic Interdependence" (Sidney Weintraub and Chandler Stolp). Part II, "Resident Populations of Migrant

ED 295 778 RC 016 641

Perry, Willis J., Jr.; And Others
Results of First Stage Field Testing of a Preferred Design for Organizational Effectiveness Studies of Rural, Small Schools.
PUB DATE- 8 Apr 88
NOTE- 10p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988). Contains summary comments from a draft of a forthcoming article.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Design Preferences; Elementary Secondary Education; *Organizational Effectiveness; Organizational Theories; *Rural Schools; School Districts; Systems Analysis
IDENTIFIERS- Organizational Analysis

This paper summarizes a preferred design of organizational effectiveness studies of small rural school districts. The preferred design consists of five major and mostly sequential steps: (1) considering a large number of complex policy questions associated with the issue of organizational effectiveness efforts; (2) deciding on the technical issue of how best to think about subsystems of a rural district for which measures of quality are to be developed; (3) deciding what is to constitute measures of quality of each of the subsystems; (4) reaching agreement on the translation of the measures of quality into operational standards that will reflect the contextual reality of each district; and (5) establishing the presence or absence of a standard. For each of these steps options to be considered are listed. The preferred design is influenced by the belief that one universal model for assessing organizational effectiveness of rural school districts cannot exist at present. The paper finds it is more useful to develop frameworks for assessing effectiveness than to develop a theory of effectiveness that applies to rural school systems. (CS)

ED 295 779 RC 016 644

Olsen, Laurie

ED 295 793 SE 049 107

The Middle Grades Mathematics Project. The Challenge: Good Mathematics--Taught Well. Final Report to the National Science Foundation.

Michigan State Univ., East Lansing. Dept. of Mathematics.

SPONS. AGENCY- National Science Foundation, Washington, D.C.

PUB DATE- 88

NOTE- 224p.; For a related document, see SE 049 106. Appendix A contains small print.

GRANT- MDR8318218

LANGUAGE- English

EDRS Price - MF01/PC09 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Elementary School Mathematics; Elementary Secondary Education; *Inservice Teacher Education; Manipulative Materials; *Mathematics Curriculum; Mathematics Education; *Mathematics Instruction; *Middle Schools; Secondary Education; *Secondary School Mathematics; Staff Development; *Surveys; Teacher Improvement; Workshops

IDENTIFIERS- Middle Grades Mathematics Project

The Middle Grades Mathematics Project (MGMP) has been an effort to produce exemplary mathematics curriculum units for grades six, seven, and eight, evaluate the compatibility of those units in classrooms, and to study the nature of the effort needed to help teachers to teach the units effectively in their classrooms. Each activity designed by MGMP is intended to be taught using an instructional model based on three phases: launching, exploring and summarizing. Teaching the MGMP materials places demands on the teacher relative to both the content and to the instructional model. This study examines the impact of coaching as a strategy in changing teachers' instructional emphasis on producing the desired instructional changes. Changes in teachers' beliefs and behaviors included patterns of communication, teaching, planning for instruction and instructional thoughts and actions. Discussions include: (1) research questions; (2) theoretical framework; (3) methodology including development of instrument, observations, summer workshop, materials production and coaches; (4) the intervention; (5) results and discussions; and (6) conclusions and implications. Appendices include the study instruments and three case studies of teachers involved in the project: (1) a study of a

ED 295 808 SE 049 188

Kieffer, George H.
Biotechnology, Genetic Engineering and Society. Monograph Series: III.
National Association of Biology Teachers, Washington, D.C.
REPORT NO.- ISBN-0-941212-05-X
PUB DATE- 87
NOTE- 97p.; Photographs and drawings with small print may not reproduce well.
AVAILABLE FROM- National Association of Biology Teachers, 11250 Roger Bacon Drive #19, Reston, VA 22090 ($8.00 members, $10.00 non-members, plus $2.00 shipping).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Bioethics; Biology; *College Science; Community Cooperation; DNA; *Genetic Engineering; Genetics; Higher Education; *Moral Values; *Public Support; *Quality of Life; *Science and Society; Science Education; Technological Advancement
IDENTIFIERS- *Biotechnology

New techniques have expanded the field of biotechnology and awarded scientists an unprecedented degree of control over the genetic constitutions of living things. The knowledge of DNA science is the basis for this burgeoning industry which may be a major force in human existence. Just as it is possible to move genetic material from one organism to another, scientists intend to transfer normal genes into somatic cells in order to correct severe genetic disorders. This procedure, called gene therapy, causes some critics to fear that human gene therapy might be used to alter fundamental human traits such as intelligence, personality, or physical appearance. Although scientists counter that it is unlikely that complex human traits can ever be altered by genetic means, the anxiety continues to generate public controversy. This monograph endeavors to help gain public acceptance by providing clear and accurate information, including benefits and risks, about biotechnology by discussing the following topics: (1) definitions of biotechnology; (2) roots of the biological revolution; (3) tools and applications of biotechnology; (4) gene therapy; (5) agricultural and industrial applications; (6) biotech companies; and (7) regulating biotechnology and genetic engineering. Also

ED 295 823 SE 049 204

Demographic Trends and the Scientific and Engineering Work Force. A Technical Memorandum.

Congress of the U.S., Washington, D.C. Office of Technology Assessment.

REPORT NO.- OTA-TM-SET-35
PUB DATE- Dec 85
NOTE- 153p.; Graphs, charts and printing on colored pages may not reproduce well.
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 ($6.00).
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Science; *Demography; *Engineering Education; *Engineers; Equal Opportunities (Jobs); Higher Education; *Labor Force; Labor Market; *Professional Education; Professional Personnel; Researchers; Science Careers; Science Education; Scientific Personnel; Scientists

The Federal Government has acknowledged its key role in educating and assuring an adequate supply of scientists and engineers since World War II. Although scientists and engineers represent only three percent of the national work force, they are considered by many to be a crucial element in the nation's efforts to improve its economic competitiveness and national security. As a result of this study, it was found that a decline in the college-age population in the next decade and an increase in the fraction of the 18 to 24-year-old cohort that will be drawn from minority populations could affect the supply of scientists and engineers. In general, there does not seem to be evidence for concern that demographic trends will lead to shortages. This memorandum contains the following: (1) "Executive Summary"; (2) "Overview and Findings"; (3) "Demographic Trends: Undergraduate and Graduate Education"; (4) "Demographic Trends and the Academic Market for Science and Engineering Ph.D.s"; (5) "The Industrial Market for Engineers"; and (6) "Demographics and Equality of Opportunity." Also two appendices are included. One discusses the education and utilization of biomedical research personnel. The second lists responses to a survey on factors affecting minority participation in science and

Davidson, J.

Bioenergy Tree Plantations in the Tropics: Ecological Implications and Impacts. Commission on Ecology Paper Number 12.

International Union for Conservation of Nature and Natural Resources, Morges, (Switzerland).
PUB DATE- 87
NOTE- 51p.; Figures and photographs may not reproduce well.
AVAILABLE FROM- Executive Officer, IUCN Commission on Ecology, Avenue du Mont-Blanc, CH-1196 Gland, Switzerland.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Alternative Energy Sources; *College Science; *Ecology; Economics; Energy; Energy Conservation; *Environmental Influences; Environmental Standards; Fuel Consumption; *Fuels; Higher Education; *Natural Resources; Physical Environment; Science Education
IDENTIFIERS- *Renewable Resources

Uneven economic growth, rapid population increases, and high costs of fossil fuels have caused much of the human race to experience an energy crisis. For the world's poor people the energy requirements consist mainly of firewood. This crisis will be aggravated further as population trends begin to overwhelm natural resources. Future demands for wood will exert pressure on existing forests, especially tropical moist forests and trees grown outside those forests. In this publication, a case is made that bioenergy plantations have the potential to dramatically lower the projected shortfalls and, at the same time, reduce the pressure on the world's remaining tropical moist forests by fuelwood harvesting. As buffers, bioenergy plantations could produce an ecologically effective landscape. Present and future fuelwood deficits in the tropics and subtropics are reviewed. Sections included are: (1) "Summary and Abstract"; (2) "Introduction"; (3) "Energy Alternatives"; (4) "Using Wood for Energy"; (5) "Solar Energy Conversion Efficiency of Trees and Plantations"; (6) "Environmental and Ecological Considerations in Raising Bioenergy Plantations"; (7) "Yields and Economics of Bioenergy Plantations"; (8) "Bioenergy Plantations as Buffers to Aid Nature Conservation"; (9) "Social and Institutional Constraints"; (10) "Alternatives to Intensively Managed Bioenergy Plantations"; (11) "Use of Wood Residues and Waste to Supplement Bioenergy Plantations"; and (11) "Discussion." Acknowledgements and references are cited. (RT)

ED 295 853 SO 018 772

Fassinger, Polly A.
Women in North Dakota, 1950-1980: A Statistical Portrait. North Dakota Census Data Center Report Series No. 2.
North Dakota State Univ., Fargo. Dept. of Agricultural Economics.
PUB DATE- Jun 85
NOTE- 47p.
AVAILABLE FROM- Coordinator, North Dakota Census Data Center, Department of Agricultural Economics, North Dakota Agricultural Experiment Station, North Dakota State University, Fargo, ND 58105.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Census Figures; Demography; *Employed Women; *Females; *Mothers; *Profiles; Social Science Research; *Womens Education; Womens Studies
IDENTIFIERS- *North Dakota

This report offers highlights of the demographic and economic characteristics of women in North Dakota, 1950-1980. The report is based on data found in Bureau of Census publications. The median age of women in North Dakota has increased from 25.9 years in 1960 to 29 years in 1980. North Dakota women were slightly less likely to be married and more likely to be widowed or divorced. During this period, North Dakota women became more highly educated. By 1980, two-thirds of all North Dakota females, 25 years of age and over, had completed at least four years of high school, and about 13 percent had completed four or more years of college. The number of North Dakota women, aged 16 and over, in the labor force rose by 148 percent from 1950 to 1980, the largest percentage of whom were employed in technical, sales, and administrative support occupations. The 1979 mean annual earnings of all working women in North Dakota were $5,772. Appendices include: (1) 19 tables; (2) 7 figures; and (3) an explanation of microdata. (SM)

ED 295 854 SO 018 803

Click, Patricia C.
"All Things Are Connected": Native North American Perspectives on Wholeness and the Role of Technology.

ED 295 867 SO 019 049

Gore, Deborah, Ed.
4-H and Iowa.
Iowa State Historical Dept., Iowa City.
PUB DATE- Feb 88
NOTE- 33p.
AVAILABLE FROM- State Historical Society of Iowa, 402 Iowa Avenue, Iowa City, IA 52240 ($5.00 single copy rate, $25.00 classroom rate).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Historical Materials (060) Collected Works - Serials (022)
DESCRIPTORS- International Programs; Nonschool Educational Programs; *Program Development; *Rural Education; Rural Youth; *Social History; Social Studies; *State History; *Youth Clubs
IDENTIFIERS- 4 H Clubs; *4 H Programs; *Iowa

This issue focuses on Iowa's role in the historical development of the 4-H youth program. "Roots in Iowa" and "Jessie Field Shambaugh: The Mother of 4-H" (J. Friedel) describes the rural Iowan roots of the 4-H program, which today is located in 80 different countries, and give the story of its founder. Jessie Shambaugh, a rural Iowa teacher and school superintendent, who believed children should learn how to become successful homemakers and farmers, founded clubs, encouraged competitions, and designed ensignia. By 1914, the national 4-H organization had evolved, and it became a program of the U.S. Department of Agriculture. Examples of the projects and activities that Jessie Shambaugh assigned her students are presented in a section called "Horses, Button Holes, and Corn." "The Kitchen-Klatter Connection: Getting to Know the Fields" (V. Carson) describes radio programs directed toward rural homemakers and Henry Field's role as a rural radio pioneer and seed entrepreneur. "4-H Through the Years" (S. Wood) and "Citizenship: Segregation" (C. Annicella) highlight the organization's development and the history of the integration of the 4-H clubs, especially in Iowa. The growth of 4-H in Europe and the USSR is featured in "4-H Around the World" (P. Stolt). Pictures, a map, a play, games, activities, and puzzles are included. (JHP)

ED 295 881 SO 019 094

Winkler, D.; And Others
Brazil: Finance of Primary Education. A World Bank Country Study.
World Bank, Washington, D. C.
REPORT NO.- ISBN-0-8213-0843-2
PUB DATE- Nov 86
NOTE- 88p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Change Strategies; Data Analysis; Educational Change; *Educational Equity (Finance); *Educational Finance; Educational Planning; Educational Policy; Educational Research; Educational Resources; *Elementary Education; Equalization Aid; *Finance Reform; Financial Needs; Financial Policy; *Financial Problems; Financial Support; Foreign Countries; Public Schools; *Resource Allocation; School Support
IDENTIFIERS- *Brazil

Compiled by the World Bank, this study of educational finance in Brazil identifies principal problems, possible solutions, and recommendations for policy changes. The study indicates that Brazil has not given high priority to educational investment, and identifies the problems as: (1) a lack of financial policy analysis and planning; (2) too little financial support for elementary education, in comparison to other educational levels; (3) financial inequities between school systems; (4) inefficient use of resources; and (5) ineffective financial transfer mechanisms. Changes in policy and administrative practices are required to improve educational decision-making within the federal government and to reduce inequities. Long-term strategies should include more thorough financial analysis and policy development, while short-term strategies should involve: (1) hiring consultants to improve policy analysis; (2) selective training of Ministry of Education personnel; (3) reducing financial inequities between state and "municipio" schools by allocating a higher proportion of federal educational transfers to the municipios; and (4) reducing bureaucratic controls on federal transfers. Thirteen tables and 21 appendices present financial, literacy, retention, enrollment, teacher qualification, and population data. (JHP)

disciplines is not the goal but the means through which an educational ideal may be achieved. In response to this address, Rogena Degge stated that many more models are necessary if all districts are to develop appropriate versions of DBAE. The document also includes: (1) questions to speakers from participants and guests; (2) selected written recommendations; (3) a participant list; and (4) the complete texts of presentations by speakers and respondents. (SM)

ED 295 896 SO 019 239

Hamilton, Angela Blackston
The Rape of the Pinckney Plan.
PUB DATE- 88
NOTE- 9p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Historical Materials (060) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Constitutional History; Governmental Structure; *Political Issues; *United States History
IDENTIFIERS- Historical Background; *Pinckney (Charles III); South Carolina; *United States Constitution

This paper examines the contributions of Charles Pinckney III to the U.S. Constitution. When the minutes of the Constitutional Convention were released 30 years after the convention, the Pinckney Plan had been lost. The Secretary of State, John Quincy Adams, who had opened the minutes, asked Pinckney to submit his draft for publication. Pinckney had several drafts of the plan that he had proposed. He sent one copy to Adams, and that copy was also published in the Journal of Convention (1819). It received wide acceptance as being genuine. While 16 of the original members were living in 1818, James Madison was the only one to question the validity of the draft. Charles Pinckney favored dividing the powers of the government into legislative, executive, and judicial branches and ensuring that governmental powers would operate directly upon the people and not upon the states. Approximately 28 provisions of the Constitution can be connected to the Pinckney Plan submitted to the convention May 29, 1789. (SM)

Hundredth Congress, Second Session.
Congress of the U.S., Washington, D.C. House Committee on Education and Labor.
PUB DATE- 3 Feb 88
NOTE- 114p.; Serial No. 100-63.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Acquired Immune Deficiency Syndrome; Communicable Diseases; Elementary Secondary Education; Federal Aid; *Government Role; *Health Education; *Policy Formation; Public Health

The purpose of this hearing was to explore what is currently being done to educate school children about the increasing threat of acquired immune deficiency syndrome (AIDS). Inquiry was made into what is being done with grants from the Centers for Disease Control, and areas remaining to be dealt with were identified. Discussion centered on the sufficiency of the initial efforts by the Federal Government to create an effective AIDS education policy. Research literature about how to encourage responsible preventive behavior in children and young adults was discussed, and consideration was given to having more science, logic, and reason applied to the AIDS problem. A working draft of the New York City Board of Education AIDS curriculum and the Centers for Disease Control's "Guidelines for Effective School Health Education To Prevent the Spread of AIDS" education policy. are reprinted. (JD)

ED 295 914 SP 030 262

Overseas Teachers Act of 1988. Report from the Committee on Education and Labor, Together with Dissenting Views (To Accompany H.R. 3424). House of Representatives, 100th Congress, 2d Session.
Congress of the U.S., Washington, D.C. House Committee on Education and Labor.
REPORT NO.- House-R-100-607-Pt-2
PUB DATE- 9 May 88
NOTE- 24p.; For related document, see SP 030 321.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Educational Legislation; Elementary Secondary Education; Foreign Countries; Military Service; Occupational Mobility; *Overseas Employment; *Teacher Employment; *Teacher Placement; *Teacher Recruitment; *Teacher Transfer

Committee on Education and Labor. House of Representatives, One Hundredth Congress, First Session.

Congress of the U.S., Washington, D.C. House Committee on Education and Labor.; Congress of the U. S., Washington, D. C. House Committee on Post Office and Civil Service.

PUB DATE- 27 Oct 87

NOTE- 93p.; For related document, see SP 030 262. Serial No. 100-35, Serial No. 100-52.

AVAILABLE FROM- Superintendent of Documents, Congressional Sales Office, U.S. Government Printing Office, Washington, DC 20402.

LANGUAGE- English

EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090)

DESCRIPTORS- Educational Legislation; Elementary Secondary Education; Foreign Countries; *Military Service; *Overseas Employment; *Personnel Policy; *Teacher Employment; *Teacher Placement

This booklet contains a report on a joint committee hearing on the Overseas Teachers Act of 1987 (H.R. 3424). The bill provides that anyone who is hired overseas (known as a local hire) in the Department of Defense Dependents' Schools (DODDS) before enactment of the bill and who has completed or completes three years of teaching will qualify for full benefits, provided he or she does not receive comparable benefits through a military or civilian spouse. In the future, anyone hired as a local hire may not continue to teach in the DODDS schools beyond one year, unless he or she reapplies as a state-side hire and competes with all other state-side hire applicants. The spouses of military personnel are the only exceptions to this one-year rule. The second major set of provisions in the bill are aimed at both reducing the reliance on local hires and helping to enforce an effective transfer program. (JD)

ED 295 931 SP 030 322

Garibaldi, Antoine M.

Quality and Diversity in Schools: The Case for an Expanded Pool of Minority Teachers.

PUB DATE- Jul 87

NOTE- 25p.; Paper commissioned for the American Association of Colleges for Teacher Education's Wingspread Policy Forum (Racine, WI, August 5-7, 1987).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

ED 295 946 TM 011 351

Spiro, Jody
New York City's School Performance Indicators: A Collaborative Process.
PUB DATE- Mar 88
NOTE- 15p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; *Academic Standards; Accountability; Advisory Committees; Boards of Education; Elementary Secondary Education; *Evaluation Criteria; *Institutional Evaluation; Minimum Competency Testing; *School Effectiveness; Specifications; State Programs
IDENTIFIERS- *New York City Board of Education; *Performance Indicators

The Chancellor of the New York City Board of Education was required to set minimum standards of performance and establish the accountability plan for all schools in the city's decentralized school system. The system includes 32 community school districts. A 29-member commission, which held periodic one-day meetings, developed the standards for the accountability program's criteria that had been developed by the Chancellor. After the full commission set the goals and tasks, various staff working groups were formed to perform the data analyses and concept development for presentation to the full commission. City-wide means and distribution of achievement, the percentage of schools that would pass or fail particular standards, the improvement needed by the lowest performing schools, and the proposed standards' capacities to prepare students for graduation were analyzed. Schools are to be assessed annually, but are given three years to halve their deficits vis-a-vis each performance standard. The commission's final report ("Foundations for Academic Excellence") included recommendations on both minimum and progress standards as well as means of applying the universal standards. (TJH)

ED 295 947 TM 011 370

Reference Group Summaries: October 1987.
New York State Education Dept., Albany. Bureau of Elementary and Secondary Educational Testing.; New York State Education Dept.,

Engelhard, George, Jr.
Thorndike's and Wood's Principles of Educational Measurement: A View from the 1980's.
SPONS. AGENCY- National Academy of Education, Washington, D.C.
PUB DATE- Apr 88
NOTE- 38p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Educational History; *Educational Testing; Testing Problems; *Test Theory

The purpose of this essay is to describe the principles of educational measurement proposed by B. Wood during the 1920s in his dissertation, written under the direction of E. L. Thorndike, and later published as "Measurement in Higher Education" (1923). These principles were selected because they illustrate one of the earliest and most complete descriptions of a set of basic and perennial problems encountered in educational testing. The specific questions addressed in this essay are concerned with the following: (1) the basic measurement problems identified by Thorndike and Wood in the first two decades of this century; (2) the means by which these measurement problems appear within the context of educational testing according to Wood; (3) means by which these problems were addressed by Wood in the 1920s; and (4) contemporary views of these problems. Principles of educational measurement (objectivity, defined zero and unit, definition of the function to be measured, consistency, within person variability, comparability, distinctness of power and achievement, equal exposure and practice, advantages of indirect measurement, test construction, test use, and measurement must not be confused with pedagogy) are tabulated according to specific problems and proposed solutions to each. Nine pages of references are provided. (Author/THJ)

ED 295 962 TM 011 740

Blumberg, Carol Joyce
Regression Slope Estimation When Both Measurement and Specification Error Are Present.
PUB DATE- Apr 88

ED 295 977 TM 011 790

McIntire, Walter G.; Coladarci, Theodore

The Relationship between Gender and Academic Abilities in Rural, Suburban and Urban Contexts: Data from High School and Beyond.

PUB DATE- Apr 88

NOTE- 10p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)

DESCRIPTORS- *Academic Ability; High Schools; High School Students; *Longitudinal Studies; National Surveys; *Rural Environment; *Sex Differences; Socioeconomic Influences; *Suburban Environment; *Urban Environment

IDENTIFIERS- *High School and Beyond (NCES)

Using data from the High School and Beyond longitudinal study, the relationships among gender and rural, suburban, or urban setting and academic ability were examined. Data reflect the population of high school sophomores and seniors in 1980. When the influence of socioeconomic status was controlled, gender and setting each explained little or no variance in the academic and psychological measures examined. No appreciable deficits in the students were attributable to setting alone. The magnitude of gender differences was also not appreciable. (SLD)

ED 295 978 TM 011 791

Smith, Mike U.

Toward a Unified Theory of Problem Solving: A View from Biology.

PUB DATE- Apr 88

NOTE- 14p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)

Parker, Walter C.; And Others
Critical Thinking and Curriculum Design in the Civic Domain.
PUB DATE- Apr 88
NOTE- 32p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Citizenship Education; *Civics; *Critical Thinking; *Curriculum Design; Curriculum Development; High Schools; High School Students; Instructional Design; Summer Schools
IDENTIFIERS- Dialectical Reasoning

The relationship between curriculum design and improvement in student ability to reason critically was studied, using data gathered in an evaluation of a citizen leadership institute for high school students. While the literature on teaching thinking emphasizes direct instruction both to introduce reasoning skill to students and to promote its transfer across domains and settings, it is theorized that this emphasis on instructional design may be misleading. The one-month residential citizen leadership school held in the summer of 1986 is described, and changes in participants' reasoning concerning public policy were studied. A pre-test/post-test design was used with a random sample of 24 of the 98 participants. Theoretical propositions are presented that associate the observed changes in reasoning with the school's curriculum design. The observed improvement in critical thinking found in this study appears to be a by-product of curriculum design and is attributed to the additive effect of two curriculum design features: a multiple-case approach; and problem finding. An appendix lists six categories deduced from the conception of dialectical thinking. Thirty-seven references are listed. (SLD)

ED 295 993 TM 011 848

Juul, Dorthea; Loewy, Erich H.
The Selection of Critical Errors on a Medical School Certifying Examination.
PUB DATE- 87
NOTE- 14p.

Trumbull, Deborah J.; Kerr, Patricia
Effects of Research Perspective on Analysis and Presentation of Interviews.
PUB DATE- Apr 88
NOTE- 11p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Biology; College Instruction; Evaluation Methods; Higher Education; *Interviews; *Preservice Teacher Education; *Questioning Techniques; *Research Methodology; *Teacher Attitudes; Teacher Role; *Teaching Assistants

The process of studying different orientations to teaching introductory biology through interviews designed to elicit teachers' beliefs was analyzed. College teaching assistants were questioned about their beliefs. Interviews were analyzed in terms of teaching, learning, curriculum, and "governance." Each teacher identified most strongly as student, teacher, or researcher; and the role most strongly felt had a pervasive influence over many of their conceptions. The approaches of the two researchers and their reactions were detailed, not to generalize about the beliefs held, but to provide a way to make interview data more meaningful. The analysis eventually will be tested by determining how it can help pre-service teachers become more aware of issues in their own education. (SLD)

ED 296 009 TM 011 936

Herman, Joan L.
Los Angeles Experience: Evaluating the Results of Concept 6. Phase I. Publication No. 507.
Los Angeles Unified School District, Calif. Research and Evaluation Branch.
PUB DATE- 87
NOTE- 13p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).
LANGUAGE- English

ED 296 022 UD 026 218

Walters, David
The Take Advantage Now/Parent Education Project.
PUB DATE- 87
NOTE- 7p.; Article contained in UD 026 217.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Reports - Evaluative/Feasibility (142) Journal Articles (080)
DESCRIPTORS- College Programs; *College Students; Dropout Prevention; Dropouts; Higher Education; *High Risk Students; *Parent Education; Parent Role; Parent School Relationship; *Program Effectiveness; *Student Attrition
IDENTIFIERS- *City University of New York; *Project SEEK

The Take Advantage Now/Parent Education Project (TAN/PEP) is based on the knowledge that college students need their parents' help for academic success. The program was developed at Brooklyn College to offer education, support, and counseling for parents and guardians of entering freshmen who have been accepted in a program known as Search, Education, Elevation, and Knowledge (SEEK). This paper is an overview and summary of TAN/PEP for the 1986-87 year. The goal of the program is to decrease the high number of students who drop out before graduation and to increase the students' use of program resources. One way of doing this is to get parents more involved in the college life of their offspring. A series of workshops was offered to the parents providing information on the following topics: (1) orientation; (2) study habits, time management, and planning skills; (3) financial aid; (4) the family in the educational process; (5) counseling and advisement; and (6) review of college resources and processes. Parents who attended the workshops felt positive about their participation. They came away with a sense of support and assurance. Because of the parents' previous lack of information, the Project proved to be a major source of information for first-time college students and parents. Parents felt they had gained enough information to act as resources for their children and other family and community members. The project staff will write a new proposal to include a research component to measure the effects of the program on the attitudes of parents and students. A list of 11 references is included. (VM) relatively large poverty population in the South. Data, from the March 1980 and 1984 Current Population Surveys, are presented on six tables. A short list of references is included. (BJV)

ED 296 036 UD 026 233

Ruggles, Patricia; Michel, Richard C.
Participation Rates in the Aid to Families with Dependent Children Program: Trends for 1967 through 1984.
Urban Inst., Washington, D.C.
SPONS. AGENCY- Office of the Assistant Secretary for Planning and Evaluation (DHHS), Washington, D.C.
PUB DATE- Apr 87
NOTE- 107p.
CONTRACT- HHS-100-84-0032
AVAILABLE FROM- The Urban Institute, 2100 M Street, N.W., Washington, DC 20037.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Census Figures; Eligibility; *Family Financial Resources; *Family Programs; *Federal Programs; Longitudinal Studies; Participation; *Program Evaluation; Research Problems; Statistical Data; *Use Studies; Welfare Recipients; *Welfare Services
IDENTIFIERS- *Aid to Families with Dependent Children; Bureau of the Census; Current Population Survey

This report examines participation rates in the Aid to Families with Dependent Children (AFDC) program. TRIM2, a microsimulation model that simulated the eligibility and benefit rules of the AFDC program on a state-by-state basis, showed that there had been a dramatic decline after 1981 in the rate at which AFDC families were applying for and receiving benefits. This phenomenon was caused by the change in the coding of subfamilies (adults who live with children but are not their biological parents) by the Census Bureau on the Current Population Survey, which is the basic input file used to compute eligibility. There was no massive behavioral change on the part of AFDC eligibles in the early 1980s: between 150,000 and 400,000 subfamilies (depending on the year) were omitted from the eligibility estimates between 1967 and 1980. Comparative analyses of the AFDC program that encompass the period before and after the coding change might be impaired by the impact of the change. Participation rates are much lower than previously

are included. (BJV)

ED 296 049 UD 026 252

Linking Employment Problems to Economic Status: 1984 Survey. Bulletin 2270.

Bureau of Labor Statistics (DOL), Washington, D.C.

PUB DATE- Sep 86

NOTE- 64p.; For earlier report, see ED 237 724.

AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Numerical/Quantitative Data (110) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Employment Patterns; *Employment Problems; Family Income; Family Relationship; Longitudinal Studies; Low Income Groups; *Part Time Employment; Poverty; Seasonal Employment; *Statistical Data; *Unemployment

This bulletin contains information, culled from the March 1985 Current Population Survey (CPS) and the Survey of Income and Program Participation (SIPP), on the employment problems faced by American workers in 1984 and the impact of these problems on the economic status of their families and households. The following employment problems are covered: (1) unemployment; (2) involuntary part-time employment; and (3) low earnings among year-round full-time workers. Among the findings were the following: (1) over 21.5 million persons experienced some unemployment during 1984; (2) slightly more than 14.4 million persons had to work part-time for at least part of the year either because their hours were reduced or because no full-time work was available to them; (3) about 4.5 million workers with year-round full-time work had total earnings below the minimum-wage equivalent of $6,700; (4) 33.7 million persons experienced one or more of the above three employment problems, with 6.8 million having encountered two or more; (5) the total number of persons with employment problems in 1984 was 2.1 million less than the number in 1983; and (6) 25.8 million persons experienced employment problems in an average 4-month span over the first half of 1984. Trends in employment problems since 1984 are identified. Statistics for persons with these problems are linked with data on family and household income. Data are presented on 25 tables. Appendices provide supplementary data, explanatory notes, and comparisons of SIPP and CPS data. (BJV)

Origin," contains the following papers: (1) "The Labor Market Position of Migrants in Selected European Receiving Countries" (Hans Heijke); (2) "Migrants and the Labour Market: The Australian Evidence" (Glenn Withers); and (3) "The Integration of Migrants: Experiences, Concepts, and Policies" (Tomas Hammar and Yngve Georg Lithman). Part III, "Changing Patterns of Migration in Southern Europe," contain the following papers: (1) "Migration in Southern Europe: An Overview" (Gildas Simon); and (2) three papers under the heading The New Destinations: "The Oil-Producing Countries of the Middle East" (Maurice Allefresde), "Illegal Immigration to Italy" (Claudio Calvaruso), and "Illegal Immigration to Greece" (Sotiris Soulis). Some of the papers present data on tables and graphs and provide references. (BJV)

Crossing the Schoolhouse Border: Immigrant Students and the California Public Schools. A California Tomorrow Policy Research Report.

California Tomorrow, Los Angeles.

SPONS. AGENCY- Rosenberg Foundation, San Francisco, Calif.; Walter S. Johnson Foundation, Menlo Park, CA.

PUB DATE- 88

NOTE- 131p.

AVAILABLE FROM- California Tomorrow, Fort Mason, Bldg. B, San Francisco, CA 94123 ($6.00).

LANGUAGE- English

EDRS Price - MF01/PC06 Plus Postage.

PUB TYPE- Numerical/Quantitative Data (110) Reports - Research/Technical (143) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)

DESCRIPTORS- Asian Americans; *Bilingual Education; Blacks; *Culture Conflict; Hispanic Americans; *Immigrants; *Limited English Speaking; *Minority Group Children; Questionnaires; Secondary Education; Student Rights

IDENTIFIERS- *California; California Tomorrow Plan; Civil Rights Act 1964 Title VI

Detailed interviews with immigrant students in the California school system indicate that the schools are not meeting the challenge of providing these students with an education adequate to prepare them to be productive members of American society. The first section presents demographic data and background information on immigrant children and their immigration experience. The second section reviews the content and structure of school programs, describes the school experience of immigrant children, and presents data on the achievement and school success of immigrant students. The final section offers suggestions for steps to be taken at the state, local, school site, and community levels to create a more adequate school experience for immigrant children. Appendices include the interview guide used in this study and a bibliography with 134 references. (SKW)

ED 295 780 RC 016 645

Bacon, Stephen Barcia

The Evolution of the Outward Bound Process.

Outward Bound USA, Greenwich, CT.

PUB DATE- Dec 87

NOTE- 31p.

lead coached teacher; (2) a study of a coached teacher; and (3) a study of an uncoached teacher. The study concludes that summer workshops were effective in assisting teachers with the MGMP units and that coaching is an effective strategy in promoting teacher change. (CW)

ED 295 794 SE 049 140

Suydam, Marilyn N., Ed.; Kasten, Margaret L., Ed.
Investigations in Mathematics Education. Volume 20, Number 4. Mathematics Education Information Report.
Ohio State Univ., Columbus, Ohio. Information Reference Center for Science, Mathematics, and Environmental Education.
PUB DATE- 87
NOTE- 82p.
AVAILABLE FROM- SMEAC Information Reference Center, The Ohio State University, 1200 Chambers Road, 3rd Floor, Columbus, OH 43212 (U.S. subscription $8.00, $2.75 single copy).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Collected Works - Serials (022)
DESCRIPTORS- Addition; Attitudes; Cognitive Processes; Computer Assisted Instruction; Educational Research; *Elementary School Mathematics; Elementary Secondary Education; Geometry; Mathematics Achievement; Mathematics Education; *Mathematics Instruction; Measurement; Problem Solving; *Research Methodology; Research Reports; *Secondary School Mathematics; Sex Differences; Subtraction
IDENTIFIERS- *Mathematics Education Research

This issue contains abstracts and critical comments for published reports of research in mathematics education. The reports are concerned with: (1) relationships between class size, teaching practices, and student achievement; (2) sex differences related to attitudes; (3) comprehension of mathematical relationships expressed in graphs; (4) effect of semantic structure on strategies for solving addition and subtraction word problems; (5) using computer-based analysis to improve subtraction skills; (6) cultural variations in family beliefs about children's performance in mathematics; (7) a case study of a highly skilled mental calculator; (8) learning of geometrical concepts through Logo; (9) parent attitudes and career interests in junior high school; (10) relationships between attitude and achievement for elementary grade

included are a 14-page glossary of terms commonly used and a 68-item list of the literature cited. (RT)

ED 295 809 SE 049 190

Middle and High School Science Education Program Evaluation Guide SY88-89. Edition One Revision.
Dependents Schools (DOD), Washington, DC. Pacific Region.
PUB DATE- May 88
NOTE- 100p.; Drawings may not reproduce well.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Formative Evaluation; *Guides; Models; *Program Effectiveness; *Program Evaluation; *Program Improvement; Science Education; *Science Programs; Science Teachers; Secondary Education; Secondary School Science; Summative Evaluation

This document is a checklist for use by science coordinators, school principals, science department chairpersons and teachers in identifying strengths and weaknesses of science programs in middle and high schools. It can also be used by science coordinators during school visits. This guide contains space for recording information concerning: school name and country; visitation date(s) and number; purpose(s) of the visit; teachers, specialists, and administrators visited; the science department; science budget; library and media center; computer program in science; science curriculum guides; sequential learning guides; science courses; science teaching staff; adopted textbooks; science laboratories; science teacher inservice program; student handbook and course description guides; North Central Association evaluation; school improvement plan; standardized testing program; school wide action plan; and general observations and recommendations. The appendix includes portions of each memorandum and other documents cited in context and listed in the beginning of this publication. These are: science quality program indicators; administrators' guide; science objectives; definition of laboratory science courses and science laboratory sessions; sequential learning guide; course titles and student information system computer codes; approved textbook listing; North Central Association standards for secondary schools (staffing); educator applicant evaluation guide; and high school graduation requirements. (RT)

engineering. (RT)

ED 295 824 SE 049 205

Altmann, Antonin, Ed.; Lipertova, Pavla, Ed.
Didactics of Biology. A Selected Bibliography for 1985. Information Bulletin.
Charles Univ., Prague (Czechoslovakia). Central Library.
PUB DATE- 86
NOTE- 417p.; For the bibliographies for 1982 and 1983, see ED 264 144 and SE 049 206. Contains small print.
LANGUAGE- English
EDRS Price - MF01/PC17 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Biology; College Science; Geology; Higher Education; Instructional Materials; Science Activities; *Science Curriculum; Science Education; Science History; *Science Instruction; *Science Materials; Science Teachers; Secondary Education; *Secondary School Science; Teacher Education; *Teaching Methods; Technology
IDENTIFIERS- Europe (East); Europe (West); United States

Selected articles on various aspects of biology teaching published in 1985 have been annotated in this bibliography. Entries from 25 journals representing nine countries are presented according to a topic area classification scheme listed at the beginning of the volume. Countries represented include: Bulgaria; Czechoslovakia; Federal Republic of Germany; France; German Democratic Republic; Poland; Soviet Union; United Kingdom; and the United States. The 18 general topic areas include: didactics of biology as a scientific discipline; history of biology teaching; biology instruction abroad; educational and teaching objectives; biology teaching at general education schools; gnoseological, psychological, and logical foundations of biology teaching; content of biology instruction; didactical principles in biology instruction; methods of biology instruction; biology instruction media; organizational forms in biology instruction; planning biology instruction; outcomes of biology instruction; biology teachers; articles concerning scientific biology suitable for biology instruction; nature conservation and environmental control studies; geology, mineralogy, petrography, and paedology studies; technique and economics studies related to biology. Each entry, numbered according to a code in the classification scheme, includes author, original title (and English translation when appropriate), complete journal reference, and English abstract. Entries do not necessarily

ED 295 839 SE 049 221

Water Quality Instructional Resources Information System (IRIS): A Compilation of Abstracts to Water Quality and Water Resources Materials. Supplement 32, 1987.

Ohio State Univ., Columbus, Ohio. Information Reference Center for Science, Mathematics, and Environmental Education.

PUB DATE- Dec 87

NOTE- 163p.; For earlier supplements see ED 286 755 and ED 284 752.

AVAILABLE FROM- SMEAC Information Reference Center, The Ohio State Univ., 1200 Chambers Rd., 3rd Floor, Columbus, OH 43212 (U.S. subscription $12.00, $5.00 each).

LANGUAGE- English

EDRS Price - MF01/PC07 Plus Postage.

PUB TYPE- Collected Works - Serials (022)

DESCRIPTORS- *Abstracts; Citizen Participation; College Science; Ecological Factors; *Environmental Education; Hazardous Materials; Higher Education; Pesticides; Poisons; Science Education; Scientific and Technical Information; Utilities; Waste Disposal; *Waste Water; *Water Pollution; *Water Quality; Water Resources; *Water Treatment

IDENTIFIERS- *Environmental Quality

The Environmental Quality Instructional Resources Center in Columbus, Ohio, acquires, reviews, indexes, and announces both print (books, modules, units, etc.) and non-print (films, slides, video tapes, etc.) materials related to water quality and water resources education and instruction. In addition some materials related to pesticides, hazardous wastes, and public participation are included. Each entry in the resume section of this document provides, where appropriate: (1) the title; (2) the publication date; (3) the name(s) of the author(s); (4) a set of descriptors assigned to the entry for the purpose of indexing; (5) the number of pages; (6) an abstract describing the entry; and (7) information on the availability of the complete document. Also included in this publication are procedures to illustrate how instructors and curriculum developers in the water quality control field can locate instructional materials which meet general or highly specific requirements of their programs. This publication supplements, but does not replace, supplements 1-31. (RT)

ED 295 840 SE 049 223

PUB DATE- 23 Oct 87
NOTE- 17p.; Paper presented at the Annual Meeting of the Interface Humanities and Technology Conference (11th, Atlanta, GA, October 22-23, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- American Indian Culture; *American Indians; American Indian Studies; Comparative Analysis; *Cross Cultural Studies; Cultural Differences; *Cultural Traits; *Technology; Western Civilization
IDENTIFIERS- *Connectivity; Society

A study of American Indian practices and beliefs is useful as a counterpoint to the assumptions of western technological societies. American Indian culture includes a spiritual heritage that integrates both a tribe and individuals with the universe. It emphasizes harmony with all aspects of life and provides a model for redefining the relationships between society and technology. This paper examines American Indian ideas about creation, relationships with all life forms, and harmony with natural forces in contrast to western beliefs of subject and object separation. American Indian concepts of oneness with the earth, which led to difficulties in understanding private land ownership, and ceremonies that portray the unity and awareness of all elements are highlighted. Western civilization faces ecological, social, and technological problems because of a lack of awareness about how various interactions and techniques impact the entire universe. A study of American Indian beliefs can help people view technology from a connected or wholeness perspective, rather than from a position of efficiency, speed, or operational ease. (JHP)

ED 295 855 SO 018 870

Peterson, Merrill D.; And Others
The Humanities and the American Promise: Report of the Colloquium on the Humanities and the American People (Charlottesville, Virginia, 1986).
Texas Committee for the Humanities, Austin.
SPONS. AGENCY- Joyce Foundation, Chicago, IL.
PUB DATE- Oct 87
NOTE- 43p.
AVAILABLE FROM- Texas Committee for the Humanities, 1604 Nueces,

ED 295 868 SO 019 052

Morrell, Gord
A Handbook for History Teaching Assistants, 1985-1986.
Waterloo Univ. (Ontario). Dept. of History.; Waterloo Univ. (Ontario). Teaching Resource Office.
PUB DATE- 85
NOTE- 26p.; Paper identified by the Task Force on Establishing a National Clearinghouse of Materials Developed for TA (Teaching Assistant) Training.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reference Materials - General (130)
DESCRIPTORS- *Correspondence Study; Foreign Countries; Higher Education; *History Instruction; *Orientation Materials; Resource Materials; *Teaching Assistants; Teaching Guides
IDENTIFIERS- *Teaching Assistant Training Project; *University of Waterloo (Ontario)

Designed to orient and assist teaching assistants (TAs) in the University of Waterloo (Ontario, Canada) Department of History, this handbook features both specific information and guidelines. A general information section describes payroll procedures, and a section devoted to teaching correspondence courses details: (1) procedures; (2) student profiles; (3) evaluation preparation; (4) course assignments' evaluation; (5) grading principles; (6) the purposes of evaluation; (7) assigning grades; (8) a suggested grading scheme; and (9) how to use audiotapes to record tutorials for students. A section entitled "Typical Problems" considers: (1) approaches to teaching history; (2) handling past-due assignments; and (3) alternate approaches to marking incomplete courses. A list of 1985-86 University of Waterloo correspondence courses in history and a TA personal information questionnaire are included. (JHP)

ED 295 869 SO 019 064

International Understanding at School: UNESCO Associated School Project. Bulletin No. 50/51 1985/1986.
United Nations Educational, Scientific, and Cultural Organization, Paris (France).

ED 295 882 SO 019 095

Cain, Christine; Miller, Jane
Social Studies Program 4. 1987 Updated Edition.
New York State Education Dept., Albany. Bureau of Curriculum Development.
PUB DATE- 87
NOTE- 184p.
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Citizenship Education; Concept Teaching; *Course Content; Course Descriptions; Course Objectives; *Grade 4; Intermediate Grades; Learning Activities; Local Government; Local History; *Program Content; *Social Studies; State Curriculum Guides; Student Evaluation; Teaching Methods

This revised New York state social studies curriculum guide presents teacher development materials and a syllabus for fourth grade social studies classes. The teacher's section elaborates on key features of the program and suggests relevant classroom applications. Contents discuss or provide: (1) concept goals; (2) skill goals; (3) evaluation concepts; (4) methods of linking children's literature to social studies; (5) ways of educating for citizenship; (6) guidelines for participation projects; and (7) suggestions for evaluating classroom interactions. The syllabus provides a fourth grade social studies overview that features the study of local history and government and offers charts of K-6 program generalizations. An explanation of included symbols and the syllabus format are provided, and each unit is divided into six sections: (1) concepts; (2) content understandings; (3) learning activities; (4) skill development activities; (5) evaluation; and (6) resources. An appendix discusses strategies for teaching students with handicapping conditions and increasing student awareness and information about disabled persons. Charts and pictures are included. (JHP)

ED 295 883 SO 019 101

Reaching the Children: Universal Child Immunization by 1990.

ED 295 897 SO 019 240

Kleinknecht, C. Fred
Anchor of Liberty.
Supreme Council, 33rd Degree of the Scottish Rite of Freemasonry of the Southern Jurisdiction of the U.S.A., Washington, DC.
PUB DATE- 87
NOTE- 126p.; Foreward by Warren E. Burger.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Books (010)
DESCRIPTORS- *Civil Liberties; *Civil Rights; *Constitutional History; *History Instruction; Instructional Materials; Secondary Education; Social Studies; *United States History
IDENTIFIERS- *Bill of Rights; *United States Constitution

This book provides a road map for renewing knowledge and understanding of the Articles of the U.S. Constitution and the Bill of Rights. Chapter 1, "Blueprint for Freedom," describes the historical background of the Constitutional Convention and the Bill of Rights. Chapter 2 gives a brief description of the four parts of the Constitution--Preamble, Articles, Bill of Rights, and Amendments. Chapter 3, "The Bill of Rights: Landmark of Liberty," outlines the rights contained in the Bill of Rights. Chapter 4, "A Nation Born of an Idea," discusses the way in which the rights of the Bill of Rights affects U.S. citizens in their everyday life. Chapter 5, "The Signers," gives a short biography of each of the signers of the Constitution, and chapter 6 is a reproduction of the Constitution and the 26 amendments. The book concludes with a listing of important dates. (SM)

ED 295 898 SO 019 323

Williams, Melvin
American Dream is Course Subject.
PUB DATE- 87
NOTE- 3p.; For related documents, see SO 019 216 and SO 019 324.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080)
DESCRIPTORS- Course Content; *Course Descriptions; Course

This report presents a summary of the Committee on Education and Labor action on H.R. 3424, the "Overseas Teacher Act of 1988." H.R. 3424 requires the establishment of a uniform system of filling vacant teaching positions in overseas schools operated by the Department of Defense. It principally addresses two issues: (1) the hiring of teachers; and (2) the implementation of an ongoing, effective transfer program. This report contains (1) the committee's recommendation that the bill be passed as amended; (2) the text of the proposed amendments; and (3) a summary of the bill together with an explanation of the amendments. In addition, the bill is analyzed section-by-section, cost analyses are given, and changes in existing law caused by the bill are noted. Dissenting views are presented at the conclusion of the report. (JD)

ED 295 915 SP 030 263

Increasing Educational Success: The Effective Schools Model. Prepared for the Subcommittee on Elementary, Secondary, and Vocational Education, Committee on Education and Labor. House of Representatives, 100th Congress, 1st Session.

Congress of the U.S., Washington, D.C. House Committee on Education and Labor.

REPORT NO.- House-R-100-00
PUB DATE- Oct 87
NOTE- 79p.; Serial No. 100-Q. Reprinted materials contain small type.
AVAILABLE FROM- Superintendent of Documents, Congressional Sales Office, U.S. Government Printing Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Educational Improvement; *Educational Policy; Elementary Secondary Education; *Government Role; *Policy Formation; Public Schools; Research Utilization; *School Effectiveness

The purpose of this Committee Print on Effective Schools is to add substance to Congressional deliberation on legislation which addresses school improvement as a priority on the national educational agenda. The report provides the written views of some of the nation's leading educators, who have made important research contributions in the area of public school improvement--using Effective Schools research as a base for such improvement. New studies by Michael Cohen, Thomas Corcoran, Eugene Eubanks, and Daniel Levine are included, along with reprints of previously

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Black Teachers; *Career Choice; *College Attendance; *Enrollment Trends; Higher Education; *Minority Group Teachers; Student Attitudes; Student Costs; Student Financial Aid; *Student Recruitment; *Teaching (Occupation)

As the number of teacher education majors has decreased nationally over the last ten years, the declining number of non-white teacher education students has been even more acute. Today barely 10 percent of the teaching force is non-white and that representation continues to decline annually. This policy paper reviews the current status of minority teachers and teacher education candidates and addresses some of the chief reasons why non-white students are not majoring in education. The major explanation proposed here, and supported with copious data, is that non-white students have not enrolled in and graduated from college at rates proportionate to the size of their 18- to 24-year old cohorts since 1976. Also discussed is the discrepancy between the number of non-white education majors who graduate but do not certify to teach. In addition to data on the changing demographics of students in the nation's schools, specific recommendations are presented to increase the quality and diversity of America's teaching force. (Author)

ED 295 932 SP 030 323

Woods, Jacqueline E.; Williams, Ronald A.
Articulation With Two-Year Colleges To Create a Multiethnic Teaching Force.
PUB DATE- Aug 87
NOTE- 31p.; Paper commissioned for the American Association of Colleges for Teacher Education's Wingspread Policy Forum (Racine, WI, August 5-7, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- *Speeches, Conference Papers,* "Papers Presented at..." (150)
Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Career Choice; *College Role; Higher Education; *Institutional Cooperation; *Minority Group Teachers; *Teacher Recruitment; Teaching (Occupation); *Two Year Colleges

Successful strategies for increasing ethnic minority representation in the teaching force must emphasize significant efforts at the two-year college level. These colleges are often the point of

Albany. Information Center on Education.
PUB DATE- Oct 87
NOTE- 110p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; *Achievement Tests; Basic Business Education; Elementary Secondary Education; English; Mathematics Tests; Minimum Competency Testing; *Norm Referenced Tests; Public Schools; Reading Tests; *Reference Groups; Science Tests; Scores; Second Language Learning; Social Studies; State Norms; *State Programs; Writing Evaluation
IDENTIFIERS- *Pupil Evaluation Program

This report provides a statistical summary for data included in the October 1987 Comprehensive Assessment Reports and of the results of the spring 1987 administration of the Pupil Evaluation Program (PEP) tests for New York State. The data for the 1986-87 school year in this report will enable school administrators to compare test results for their schools and/or school districts with those of various reference groups in New York State. For each test and reference group, the tabulated statistics provide a summary of the total number of non-handicapped students who took the test and the percentage of those students who achieved above the state reference point for the test. Students who score above the state reference point for a PEP test are making normal progress in developing the basic skills that are measured by that test. Skills assessed by the tests are associated with reading, mathematics, writing, social studies, business law, business mathematics, various foreign languages and scientific disciplines, and English. Minimum competency data are also summarized. Reference groups for which data are provided include total state reference groups, public schools by type of community or school district, public schools by county, and non-public school reference groups. Statistical data are provided in extensive tables for students in grades 3-10. (TJH)

ED 295 948 TM 011 371

New York State Curriculum, Mandated Tests and Congruence.
New York State Education Dept., Albany.
PUB DATE- Jan 88
NOTE- 17p.
LANGUAGE- English

NOTE- 36p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Simulation; Equations (Mathematics); *Error of Measurement; Graphs; *Least Squares Statistics; *Maximum Likelihood Statistics; *Regression (Statistics); Scores; *Statistical Bias
IDENTIFIERS- *Error Analysis (Statistics); Slope Estimation; *Specification Bias; Specification Errors

Traditionally, the errors-in-variables problem is concerned with the point estimation of the slope of the true scores regression line when the regressor is measured with error, and when no specification error is present. In this paper, the errors-in-variables problem is extended to include specification error. Least squares procedures provide a biased estimator of the slope of the true scores regression line. Further, the maximum likelihood estimates of the slope (which are consistent) exist only once some assumptions are made. Maximum likelihood estimates are given for the extended version of the errors-in-variables problem (i.e., when specification error is present) under the usual assumptions and under several new assumptions that are more appropriate for the social and behavioral sciences than the previously used assumptions. A simulation study illustrates this process. The results of the study indicate that the maximum likelihood estimates (both under the old and new assumptions) far outperform the least squares procedures when several different criteria (such as bias and standard error) are used. Eleven tables are presented. (Author/TJH)

ED 295 963 TM 011 748

Vu, Viet Nu; And Others
Validity and Accuracy in Methods of Scoring Clinical Performance.
SPONS. AGENCY- National Fund for Medical Education, Cleveland, Ohio.
PUB DATE- Apr 88
NOTE- 11p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988). Also sponsored by NYNEX Foundation.
GRANT- 32-86A
LANGUAGE- English

DESCRIPTORS- Biological Sciences; Cognitive Ability; Evaluative
Thinking; *Heuristics; Logical Thinking; *Problem Solving;
*Theories
IDENTIFIERS- Problem Solving Assessment

When the term "problem" is defined as a task requiring analysis and reasoning toward a goal, it is seen that the performance of the problem solver is narrowly delimited by the domain, form, and complexity of the problem and the characteristics of the solver. Tenets of a unified theory of problem solving are discussed, concerning what the solver brings to the problem-solving experience, what the solver does in order to solve the problem, and the problem itself. This theory is considered along the lines of problem solving methods used in the biological sciences. The successful problem solver creates an internal "problem space," a qualitative representation and redescription of the problem. Successful problem solvers break problems into parts and apply relevant procedures and heuristics, whether general or domain-specific. The final phase of the solution process is evaluation of the solution. (SLD)

ED 295 979 TM 011 800

Jones, Patricia B.
Assessment of Dimensionality in Dichotomously-Scored Data Using
Multidimensional Scaling: Analysis of HSMB Data.
PUB DATE- Apr 88
NOTE- 33p.; Paper presented at the Annual Meeting of the American
Educational Research Association (New Orleans, LA, April 5-9,
1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Research/Technical (143)
DESCRIPTORS- Discriminant Analysis; *Factor Analysis; Language Tests;
Mathematics Tests; *Multidimensional Scaling; Preschool Children;
Preschool Education; *Preschool Tests; Social Development;
Statistical Analysis
IDENTIFIERS- *Head Start Measures Battery

Data from three subtests (language, mathematics, and social) scales of the Head Start Measures Battery (HSMB) were analyzed using principal components analysis (PCA) and non-metric multidimensional scaling (MDS). The HSMB measures preschool development in language, mathematics, nature and science, perception, reading, and social

LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Certification; Clinical Diagnosis; Higher Education; *Licensing Examinations (Professions); *Medical Schools; Medical Students; Multiple Choice Tests; *Scores; *Test Format; Test Items
IDENTIFIERS- *Critical Errors; Patient Management

This study analyzed the relationship between selecting critical errors (choices that would be dangerous to patients) and conventional test scores on a medical school certifying examination that included three item formats: regular and weighted multiple-choice questions and patient management problems. Data from a Clinical Certifying Examination administered to 279 seniors as the University of Illinois College of Medicine were analyzed. It was found that while there were significant negative correlations between test scores and number of critical errors made across the three different item formats, there were nonetheless students who passed the examination although they made a relatively large number of critical errors. Implications for teaching and testing are discussed. Four tables present data on critical errors. (SLD)

ED 295 994 TM 011 849

Elliot, Scott M.; And Others
Updating Teacher Certification Tests: Procedures and Outcomes.
National Evaluation Systems, Inc., Amherst, Mass.
PUB DATE- Apr 88
NOTE- 22p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (New Orleans, LA, April 6-8, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Elementary Secondary Education; Evaluation Methods; *Item Banks; *Licensing Examinations (Professions); State Licensing Boards; State Programs; *Teacher Certification; Teacher Evaluation; Test Bias; *Test Construction; Testing Programs; Test Reviews; Test Validity
IDENTIFIERS- *Teacher Competency Testing; Texas Education Agency

The process used by the Texas Education Agency to update public school teacher certification tests in a statewide program in Texas is described. The testing program implemented is called the

EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Research/Technical (143)
DESCRIPTORS- *Educational Quality; *Extended School Year; *Outcomes of Education; Principals; *Quality of Working Life; Resources; School Schedules; Secondary Education; Teacher Attitudes; Test Results; *Year Round Schools
IDENTIFIERS- California (Los Angeles); *Concept 6 Calendar

The effects of the Concept 6 calendar on educational quality and opportunities in Los Angeles secondary schools (six junior and four senior high schools) were studied. This is Phase I of the study of the Concept 6 Calendar. Concept 6 schools operate year-round on a different calendar, but with the same instructional time as other schools. Data were collected through teacher and principal questionnaires and school test scores on: (1) educational programs; (2) instructional quality; (3) quality of worklife; (4) resource availability; and (5) student outcomes. The Concept 6 calendar offered potential for greater continuity of instruction with consequent advantages. Worklife was not evidently enhanced and few differences were found in the availability of resources. Student outcomes could not be shown to benefit from Concept 6 in comparison with other year-round schools, but detrimental effects were not shown either. (SLD)

ED 296 010 TM 011 940

Forster, Fred; Karr, Chad
Comparability of Test Scores for the Same Individual: Implications for Vertical Equating.
PUB DATE- Apr 88
NOTE- 19p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Achievement Tests; Elementary Education; *Elementary School Students; *Equated Scores; *Latent Trait Theory; Scaling; Scores; Standardized Tests; Statistical Analysis; Testing Programs
IDENTIFIERS- Rasch Scaled Scores; Survey of Basic Skills; Tests of Individual Performance; *Vertical Equating

A method for equating test scores between two standardized

ED 296 023 UD 026 219

Geteles, Frances
The Effect of Coordinated Programming on the Academic Performance and Persistence of Underprepared College Students: A Longitudinal Study.
PUB DATE- 87
NOTE- 27p.; Article contained in UD 026 217.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Reports - Evaluative/Feasibility (142) Journal Articles (080)
DESCRIPTORS- Academic Achievement; College Preparation; College Programs; *College Students; Coordination; Higher Education; *High Risk Students; *Program Effectiveness; Programing; *School Schedules; Special Programs
IDENTIFIERS- *City University of New York; *Project SEEK

This article presents the results of a longitudinal study of underprepared college students. The goals was to assess the effects of coordinated programming that allowed groups of these students with the weakest academic skills to attend the same classes together and have the same counselor. In this way, the instructors and the counselors could work together as a team and the students would have a less isolated social environment than normally experienced by college students. The assumption was that these factors would work together to provide the best chance for the students to overcome their difficulties and be successful in college. The research compared students in this coordinated program with similar students whose schedules were not coordinated. The academic performance of the two groups were measured by their grades, rates of passing courses, accumulation of college credits, and retention rates. The results showed that as a group the students with coordinated schedules did not perform better than other students. The structure of the coordinated program will be reconsidered, but it is possible that one semester was not enough time for the benefits of the program to manifest themselves. Additional study is necessary. Statistical data are presented on nine tables. (VM)

ED 296 024 UD 026 220

believed, and are perhaps not at a saturation level. Analysis of trends in the characteristics of AFDC eligibles from 1979 to 1984 reveal the following changes after 1980: (1) more subfamily and family heads were likely to be black, female, young and never married; (2) more family and subfamily heads lived in higher income households and contributed to a lower percentage of household income; and (3) more subfamily heads had a child under 6 years of age. Implications for policy and research are discussed. Data are presented on 14 tables and figures. A bibliography is included. (BJV)

ED 296 037 UD 026 234

Nightingale, Demetra Smith; Burbridge, Lynn C.
The Status of State Work-Welfare Programs in 1986: Implications for Welfare Reform.
Urban Inst., Washington, D.C.
SPONS. AGENCY- Ford Foundation, New York, N.Y.
PUB DATE- Jul 87
NOTE- 186p.
AVAILABLE FROM- The Urban Institute, 2100 M Street, N.W., Washington, DC 20037.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Employment Programs; *Family Programs; Federal Aid; *Federal Programs; Federal State Relationship; Job Training; Program Budgeting; Program Development; *Program Evaluation; Program Implementation; Public Policy; State Aid; *State Federal Aid; State Programs; *Welfare Services
IDENTIFIERS- Aid to Families with Dependent Children; Job Training Partnership Act 1982; *Work Incentive Program

There have been numerous attempts over the past seven years to replace the federally-funded Work Incentive Program (WIN) with another type of work program. As a result of increased flexibility, decreased federal funds, and continuing debate about welfare reform, there is now considerable variability among states in the types of employment and training services and program available to welfare recipients. This report documents the status of employment and training programs and policies for recipients of Aid to Families with Dependent Children (AFDC), general assistance, and food stamps in all states. The historic context of Federal welfare-employment policy is analyzed. Among the characteristics of state work-welfare programs identified were the following: (1)

ED 296 050 UD 026 253

Poverty in the United States: 1986. Consumer Income. Current Population Reports, Series P-60, No. 160.

Bureau of the Census (DOC), Suitland, Md. Population Div.

PUB DATE- Jun 88
NOTE- 183p.; For earlier report, see ED 288 920.
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Collected Works - Serials (022)
DESCRIPTORS- Age; Blacks; Economically Disadvantaged; Educational Attainment; Employment Experience; Ethnicity; Family (Sociological Unit); Family Characteristics; *Family Income; Family Size; *Heads of Households; Hispanic Americans; *Low Income Groups; Marital Status; *Minority Groups; National Surveys; Poverty; Poverty Areas; *Racial Differences; Sex Differences; *Statistical Data; Whites
IDENTIFIERS- Feminization of Poverty

This report presents social and economic characteristics of the population below the poverty level in 1986 based on the March 1987 Current Population Survey. Among the highlights are the following: (1) the number of persons below the poverty level was 32.4 million; (2) the poverty rate was 13.6 percent; (3) Whites represented 69 percent of the poor, Blacks represented 28 percent, and the remainder were persons of other ethnicity (primarily Asians and American Indians); (4) the poverty rate for Hispanics was 27 percent; (5) the number of poor, and the poverty rate in the Northeast and Midwest Regions declined between 1985 and 1986, but there were no significant changes in the South or West; (6) the number of poor families was about 7 million; (7) 44 percent of poor families were headed by married couples, and 51 percent were headed by a female with no husband present; (8) persons in families represented 76 percent of the poor, and persons living alone represented 21 percent (persons in unrelated subfamilies made up the balance); (9) the poverty rate was about 20 percent for related children under 18-years-old, and 12 percent for persons 65-years-old and over; (10) the poverty rate was higher in central cities of metropolitan areas and in nonmetropolitan areas than in suburban areas; and (11) one-half of poor family householders worked at some time, and 17 percent worked year-round, full-time.

LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Adolescents; Adults; *Adventure Education; Children; *Experiential Learning; *Lifelong Learning; Nontraditional Education; Outdoor Education; Paradox; Self Concept; *Transfer of Training
IDENTIFIERS- *Outward Bound; Paradoxical Techniques; *Wilderness Education Programs

The evolution of the Outward Bound curriculum in the United States with emphasis on how it has changed to ensure greater transfer of course learning from the Outward Bound wilderness experience to experiences in daily life is examined. A typology of curriculum models is developed consisting of (1) a first generation "Mountains Speak for Themselves" model which focuses on experience alone and which has dominated Outward Bound programming from the 1960s to early 1970s; (2) a second generation "Outward Bound Plus" model, which emphasizes discussion, group process, and imported techniques in use currently; and (3) a third generation "Metaphoric" model, which stresses experiential metaphors and provides a direction for future curriculum evolution. An analysis of the three models contrasts their various strengths and weaknesses. Discussion, however, focuses on the four main parts of the "Metaphoric" model applied to alcoholics as an example. This analysis suggests that the three models do not form a discrete typology, but are different, progressively more sophisticated forms of the same process. Twenty-one bibliographic references are provided. (CS)

SE

ED 295 781 SE 048 887

Malone, Mark R., Comp.
Physical Science Activities for Elementary and Middle School. CESI Sourcebook V. An Occasional Sourcebook of the Council for Elementary Science International.

mathematics and reading; (11) adapting mathematical problems to student interests; and (12) writing geometry proofs. Research references from "Current Index to Journals in Education" (CIJE) and "Resources in Education" (RIE) for April-June 1987 are also listed. (RH)

ED 295 795 SE 049 146

Schultz, Klaus; Lochhead, Jack
Toward a Unified Theory of Problem Solving: A View from Physics.
SPONS. AGENCY- National Science Foundation, Washington, D.C.
PUB DATE- 88
NOTE- 21p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988). Some pages with small print may not reproduce well.
GRANT- TEI-8751491
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cognitive Development; *Cognitive Processes; *Cognitive Style; *College Science; Higher Education; *Learning Processes; Mechanics (Physics); *Physics; *Problem Solving; Research; Science Education

Comparisons of expert and novice problem solving in physics have helped characterize some of the key features of expert behavior. There is considerable debate, however, as to whether these characteristics are specific to the field of expertise (physics) or exportable to other fields. While the question seems difficult to answer in general, at least three skills frequently observed in physics "experts" seem to have broad application to a variety of fields. However, the transfer to other fields may require a more deliberate and conscious awareness of the use of these skills than normally accompanies the acquisition of expertise in physics. This paper defines "novice" and expert and describes the strategies employed by each in a problem solving situation. The performance of experts is described in detail including the choice of appropriate principles, the use of chains of analogies and the ability to transfer previous knowledge to areas of little experience. (CW)

ED 295 810 SE 049 191

Space Challenge of the 21st Century. Junior Science and Humanities Symposium Information Booklet for SY88-89.

Dependents Schools (DOD), Washington, DC. Pacific Region.

PUB DATE- May 88
NOTE- 82p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- High Schools; Models; *Program Guides; Research Papers (Students); Research Projects; Science Education; Science Fairs; *Science Programs; Scientific Research; *Secondary School Science; Secondary School Students; *Student Participation; *Student Projects; *Student Research

This booklet is a program management tool designed for use by high school students and teachers participating in science research programs throughout the United States as well as overseas. The program consists of a symposium during which students are invited to conduct original research in the sciences, mathematics, humanities, and computer applications. Students who complete and write research project papers spend a week presenting their research to other students, visiting research institutes, and participating in cultural activities. From this group, three winners are chosen to present on the national level. One student is subsequently chosen to present on the international level. Information concerning the following are included: objectives; participant eligibility; application form and fee; guidelines for project and judging; abstracts; typing; paper submission; oral presentations; poster sessions; symposium timeline and tentative schedule; and parental permission. The appendices contain: (1) an abstract form; (2) examples of student abstracts; (3) research paper evaluation form; (4) oral presentation evaluation form; (5) student application form; (6) outline for organization of papers and abstracts; and (7) guidelines on conducting research in the sciences. (RT)

reflect all the topic and sub-topic areas included in the classification scheme. (RT)

ED 295 825   SE 049 206

Altmann, Antonin, Ed.; Lipertova, Pavla, Ed.

Didactics of Biology. A Selected Bibliography for 1983. Information Bulletin.

Zimbabwe Univ., Harare. Science Education Centre.

PUB DATE- 85

NOTE- 480p.; For the bibliographies for 1982 and 1985, see ED 264 144 and SE 049 205. Contains small print.

LANGUAGE- English

EDRS Price - MF01/PC20 Plus Postage.

PUB TYPE- Reference Materials - Bibliographies (131)

DESCRIPTORS- *Biology; College Science; Geology; Higher Education; Instructional Materials; Science Activities; *Science Curriculum; Science Education; Science History; *Science Instruction; *Science Materials; Science Teachers; Secondary Education; *Secondary School Science; Teacher Education; *Teaching Methods; Technology

IDENTIFIERS- Australia; Europe (East); Europe (West); United States

Selected articles on various aspects of biology teaching published in 1983 have been annotated in this bibliography. Entries from 25 journals representing 12 countries are presented according to a topic area classification scheme listed at the beginning of the volume. Countries represented include: Australia; Bulgaria; Czechoslovakia; Federal Republic of Germany; France; German Democratic Republic; Hungary; Italy; Poland; Soviet Union; United Kingdom; and the United States. The 15 general topic areas include: didactics of biology as a scientific discipline; history of biology teaching; biology instruction abroad; educational and teaching objectives; biology teaching at general education schools; gnoseological, psychological, and logical foundations of biology teaching; content of biology instruction; didactical principles in biology instruction; methods of biology instruction; biology instruction media; organizational forms of biology instruction; planning biology instruction; outcomes of biology instruction; biology teachers; and articles concerning scientific biology. Each entry, numbered according to a code in the classification scheme, includes author, original title (and English translation when appropriate), complete journal reference, and English abstract. Entries do not necessarily reflect all the topic and sub-topic areas included in the classification scheme. (RT)

Thompson, Norman, Comp.
Statistics Relating to Education and Physics.
Institute of Physics, London (England).
PUB DATE- Aug 86
NOTE- 67p.; Contact the same availability address for the 1979 edition related to in the abstract; not available from EDRS.
AVAILABLE FROM- Education Department, The Institute of Physics, 47 Belgrave Square, London SW1X 8QX.
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Admission; College Graduates; *College Preparation; *College Science; Employment Statistics; Foreign Countries; Higher Education; *Physics; Science Education; *Secondary School Science; *Statistical Data
IDENTIFIERS- Great Britain

This booklet is a compilation of factual information about physics education in Great Britain. It is an update of a previous booklet of the same title dated 1979. Almost all of the information is presented in graphical or diagrammatic form. Data are usually given for a few subjects in addition to physics to permit comparisons. Separate data for girls and boys have been presented where differences are likely to be of special interest. Thirty-six figures are included. Topics of these figures include: (1) grade level entries; (2) examination results; (3) distribution of students in "O" and "A" levels; (4) United Kingdom university admissions/acceptances; (5) university graduates and their destinations; (7) fellowships; (8) teacher training; (9) income of physicists; and (10) projections of student numbers in higher education. (CW)

ED 295 841 SE 049 224

Women and Physics. A Day in the Life Exclusive!
Institute of Physics, London (England).
PUB DATE- Oct 87
NOTE- 31p.; Photographs may not reproduce well.
AVAILABLE FROM- Institute of Physics, 47 Belgrave Square, London SW1X 8QX, England.
LANGUAGE- English

Austin, TX 78701 ($2.00).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Reports - General (140)
DESCRIPTORS- Citizen Participation; Citizenship Education; Cultural Awareness; *Culture; *Fine Arts; Higher Education; History; *Humanities; Literature; Philosophy

Elaborating and clarifying the philosophy behind the national and state programs concerned with the humanities was the purpose of this colloquium. The U.S. creed, composed of the principles of freedom, equality, and self-government, can only be appreciated and made relevant to modern realities by a reflective people. Therefore, the government is compelled to provide the nurturing environment of a reflective and informed public will. A democratic culture that is the counterpart of this civil creed has evolved in the United States making an appreciation of the thought and expression of U.S. culture an imperative of good citizenship. The universities are the principal guardians and the transmitters of this humanist tradition through learning and scholarship. Other professionals who serve as trustees of the humanist traditions include: (1) the larger educational community; (2) trained professionals in museums and libraries and at historic sites; (3) professionals in the media responsible for communication and performances in the arts and humanities; (4) the voluntary associations of civic groups that engage in a variety of humanities activities; and (5) independent scholars. The document concludes with a list of recommendations for fostering the humanities in public life. (SM)

ED 295 856 SO 018 880

Knauer, Virginia H.; Steeves, Robert F.
A Suggested Teacher's Guide to the Consumer's Resource Handbook.
Executive Office of the President, Washington, DC. Office of Special Advisor to the President.; Office of Consumer Affairs, Washington, D.C.
PUB DATE- 87
NOTE- 10p.; For related document, see ED 290 685.
AVAILABLE FROM- Consumer Information Center, Dept. 580T, Pueblo, CO 81009.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom

PUB DATE- 86
NOTE- 50p.
AVAILABLE FROM- United Nations Educational, Scientific, and Cultural Organization, 7 Place de Fontenoy, Paris 75700, France.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Elementary Schools; Elementary Secondary Education; Foreign Countries; *Holidays; Instructional Materials; *Intercultural Programs; *International Education; Learning Activities; Meteorology; *Peace; Resource Materials; Resource Units; Secondary Schools; *Social Studies; Teaching Guides
IDENTIFIERS- UNESCO Associated Schools Project in Education; United Nations; *World Meteorological Day; *World Post Day

One of a series of teaching guides designed to enhance elementary and secondary schools' observances of United Nations' international days, this issue features two guidelines, one for teaching about World Meteorological Day (March 23) and one for teaching about World Post Day (October 9). These observances are encouraged in order to promote international understanding and peace through studies of world problems, cooperation, peoples, cultures, and human rights. The first guideline presents information about: (1) meteorology; (2) World Meteorology Day; and (3) the World Meteorological Organization. Objectives and activities are provided for use in language, history, geography, mathematics, and physical education classes and for extra-curricular activities. The second guideline presents an historical review of world post officers' development, along with objectives and learning activities for selected elementary and secondary classes. Other articles include: (1) "Mbuso" (S.Walker); (2) "Associated Schools Celebrate International Youth Year: International Youth Year Camp School in Finland" (L. Jaaskelainen); (3) "National Youth Congress of the Associated Schools, Tunja, Columbia;" and (4) "News of Projects in Associated Schools." Pictures and a map are included. (JHP)

ED 295 870 SO 019 066

Oversight Hearing Regarding the Local Arts Agency Development Program Administered by the National Endowment for the Arts. Hearing before the Subcommittee on Postsecondary Education of the Committee on

Development Education Kit.
United Nations Children's Fund, New York, N.Y. United States Committee.
PUB DATE- 87
NOTE- 10p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Childhood Needs; *Children; Child Welfare; Class Activities; Communicable Diseases; Community Education; *Developing Nations; *Disease Control; Elementary Secondary Education; Health Activities; Health Programs; Health Services; *Immunization Programs; Outreach Programs; *Preventive Medicine; Public Health
IDENTIFIERS- UNICEF; *Universal Child Immunization Program; *World Health Organization

The goal of the Universal Child Immunization Program, adopted by the World Health Organization in 1977, is to inoculate by 1990, every child in the world against measles, tetanus, whooping cough, diphtheria, tuberculosis, and polio. By 1987, nearly 80 countries had undertaken or were planning immunization programs. These diseases, combined with malnutrition, will kill over 3,500,000 children in developing countries. This document describes: (1) problems in establishing immunization programs; (2) new immunization technologies; (3) mobilizing child immunization campaigns; and (4) the roles of the United Nations Children's Fund (UNICEF) and the U.S. Committee for UNICEF. Suggested elementary and secondary school teaching activities, and community awareness projects are included, along with an 11-item bibliography and a list of U.S. Committee for UNICEF regional offices. (JHP)

ED 295 884 SO 019 109

Nicolosi, Louis J.; And Others
World Geography Curriculum Guide: Secondary Social Studies. Bulletin 1727.
Louisiana State Dept. of Education, Baton Rouge. Div. of Academic Programs.
PUB DATE- 85
NOTE- 640p.
LANGUAGE- English
EDRS Price - MF03/PC26 Plus Postage.

Organization; *Cultural Education; *Folk Culture; Higher Education; *Mythology
IDENTIFIERS- *American Dream

In 1931, James T. Adams introduced the concept of the American Dream in "The Epic of America." Adams describes 'the American Dream' as "that dream of a land in which life should be better and richer and fuller for every man." He also said that it was a dream of being able to grow to fullest development as men and women. A course based on this idea is now offered at American International College (Springfield, Massachusetts). Offered through the English department, the course provides a multi-disciplinary approach to this basic myth of U.S. society. Students read about the dreams of immigrants, entrepreneurs, minorities, and the religious. The American dream remains as a bedrock national myth; myth is what gives substance to a nation's values. (SM)

ED 295 899 SO 019 324

The School and Business Alliance Blooms in Yonkers.
PUB DATE- 87
NOTE- 4p.; For related documents, see SO 019 216 and SO 019 323.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080)
DESCRIPTORS- *Citizen Participation; *Disadvantaged Youth; High Risk Students; *School Business Relationship; Student Motivation; Student Needs; Student Problems; Youth; Youth Agencies; Youth Opportunities
IDENTIFIERS- Alliance Development Committee; New York (Yonkers)

Participants in the New York State School and Business Alliance program, which is designed to strengthen the partnership among public schools, the private sector, communities, and government are working to improve secondary education as well as the quality of the youth labor force. The Alliance Development Committee (ADC) of Yonkers, New York comprises volunteer representatives from local businesses, private industry, organized labor, community, and school organization. The ADC is recruiting local employees to offer job pledges and apprentice shops. Plans call for connecting students with mentors, who are seasoned workers willing to share expertise and open doors of opportunity. The long-term goal extends beyond the students and their schools. Fifty percent of the Yonkers "at risk" students now earn a secondary school diploma because of this program. (SM) published studies by Ronald R. Edmonds, Stewart C. Purkey and Marshall S. Smith, Jere Brophy, and Maureen McCormack-Larkin. The report presents an objective assessment of the Effective Schools research, and its application in school systems utilizing Effective Schools concepts. (JD)

ED 295 916 SP 030 265

Walsh, Debbie; Paul, Richard W.
The Goal of Critical Thinking: from Educational Ideal to Educational Reality.
American Federation of Teachers, Washington, D.C.
PUB DATE- 86
NOTE- 68p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Cognitive Processes; *Critical Thinking; *Curriculum Development; Elementary Secondary Education; *Evaluative Thinking; Higher Education; Inquiry; *Intellectual Development; Logical Thinking; *Problem Solving; Teacher Education
IDENTIFIERS- *Thinking Skills

This monograph examines the issues surrounding the educational movement toward emphasizing critical thinking in our schools. The emergence of the critical thinking movement in education in today's schools is discussed in the light of the historical role of schools in our society and the developing complexity of educational needs. The concept of critical thinking is defined and research findings on the importance of early development of critical thinking skills in children are reviewed. The responsibility of the schools in developing sound approaches to teaching children to think for themselves in creative ways is underscored by a discussion on instructional and curriculum improvement. A section of the monograph is devoted to means for evaluating critical thinking skills. Recommendations are made for changes in educational policy and practice and the increasingly crucial role of the professional teacher is discussed. Sample questions requiring critical thinking in various disciplines are appended as well as a glossary of critical thinking terms and references for further reading. (JD) access to postsecondary education and professional career exploration for many ethnic minorities. For example, 54 percent of all Hispanic and 45 percent of all Black enrollments in the postsecondary sector are in two-year colleges. Thus, these institutions must be part of the process of making teaching attractive to students. This paper recommends a commitment from two-year college administrators, faculty, and staff to promote teacher education as a profession. It discusses the role of two-year colleges in encouraging minority students to complete a baccalaureate degreee and the potential for dual admissions programs to effectively enhance minority student transfer interest. Also presented in the paper are descriptions of sample program strategies that might be employed and duplicated to increase the supply of minority teachers. (Author)

ED 295 933 SP 030 324

Niemeyer, Roger; Moon, Arden
A Perception of Supervisor as Facilitator.
PUB DATE- Jul 88
NOTE- 24p.; Paper presented at the Asia-Pacific Conference on Teacher Education: New Directions for a Changing World (Bangkok, Thailand, July 11-14, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Classroom Observation Techniques; Elementary Secondary Education; Leadership Styles; *Metacognition; *Supervisory Methods; Teacher Effectiveness; *Teacher Supervision

In this paper on the role of the supervisor in education, the supervisor is delineated as one who facilitates the design and implementation of the curriculum and instruction within an organizational setting. Three models of supervision are reviewed. Nominal supervision is described as existing because those charged with supervision are given only limited time to carry out complex tasks and is justified because it keeps the operation going even though it may not be effective. The outstanding characteristic of prescriptive supervision is seen as replicating the medical relationship of physician and patient--the supervisor possesses expertise and makes diagnoses of the teacher being supervised. The reflective model, however, is one in which the supervision focuses on the broad and complex range of teacher decision making about not

EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; *Achievement Tests; Bilingual Education Programs; Core Curriculum; *Course Descriptions; Educational Assessment; *Elementary School Curriculum; Elementary Secondary Education; English Curriculum; Mathematics Curriculum; Program Effectiveness; Reading Instruction; Science Curriculum; *Secondary School Curriculum; Social Studies; State Programs; *Testing Programs; Writing Instruction
IDENTIFIERS- Mandated Tests; *New York

This brochure is designed to acquaint persons involved in elementary and secondary instruction in New York State with State syllabi and the State testing program. The New York State testing program was mandated to measure student achievement and program effectiveness in the areas of mathematics, English language arts (reading and writing), science, social studies, and bilingual education. These areas constitute the core of the curriculum provided in elementary and secondary schools. While the use of the state syllabi in these core areas is recommended, rather than required, the content of required state tests are directly related to the goals and objectives of these syllabi. This fact makes it essential that administrators, supervisory personnel, and teachers be aware of the philosophy, the content, goals, and objectives of each syllabus and the nature of the testing program related to each core area. The student outcomes expected in language arts, mathematics, science, and social studies should also apply to limited English proficient students. Addresses are provided for each subject area from which further information can be obtained. (TJH)

ED 295 949 TM 011 372

Report of Student Performance. The 1987 Basic Education Program Summer School.
North Carolina State Dept. of Public Instruction, Raleigh.
PUB DATE- 88
NOTE- 86p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; *Achievement Tests; Basic Skills; Elementary Education; *Elementary School Students; Grade 3; Grade 6; Grade 8; *Minimum Competency Testing; *Program Effectiveness;

EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Abstract Reasoning; *Clinical Diagnosis; Evaluative Thinking; *Graduate Medical Students; *Scoring; *Validity
IDENTIFIERS- Accuracy Measures

The process of generating and evaluating diagnoses and selecting appropriate investigative or management procedures is based on a constant acquisition, interpretation, and evaluation of critical findings. Common assessments of these processes are often limited to scoring the accuracy of the diagnoses, investigative procedures, or management decisions that a student selects or lists. The assumption is that if answers listed by a student are correct then the reasoning underlying those answers is also correct. The purpose of this study is to determine: whether this assumption is accurate, and the extent to which adding the students' reasoning processes into the scoring affects scores as compared to scores obtained solely based on the accuracy of the answers. Sixty-four second-year medical students were administered a patient problem to evaluate, and 67 fourth-year medical students were administered a different patient problem. The results show that taking into account the student's reasoning processes affected the subjects' scores differently; it reduced several of the students' scores and affected the scores of second-year students more than those of fourth-year students. This scoring process was found to provide a more accurate assessment of students' performance. (TJH)

ED 295 964 TM 011 749

Day, Elaine M.; Shapson, Stan M.
Provincial Assessment of Early and Late French Immersion Programs in British Columbia, Canada.
PUB DATE- Apr 88
NOTE- 36p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Bilingual Education Programs; *Educational Assessment; Elementary Education; *Elementary School Students; Foreign Countries; *French; Grade 4; Grade 7; *Immersion

development. The sample included 1,000 children (36-60 months old) who participated in the Head Start Program and received all language, mathematics, and social routing items in fall of 1985. Loadings on the first factor were high, and eigenvalues obtained from the PCA suggested that one (or possibly two) dimensions were present in the data. Loadings of rotated principal components suggested that at least three factors corresponding to the subtests were present. The structure was clarified by MDS plots, showing that items were located in distinct sectors corresponding to their subtest. However, items having the highest IRT discrimination parameters were clustered toward the center, suggesting that the measures have a strong common factor and unique variance related to each subtest. Practically, this justifies both a common scale for all subtests when an overall measure of achievement is needed and individual subtest scaling when information on particular skills is required. Agreement between PCA and MDS can be used to reinforce the validity of the principal components model. Seven tables and four figures are provided. (SLD)

ED 295 980 TM 011 801

Frierson, Henry T., Jr.; Munro, Molly
More-Than-Just-an-Academic-Survival Kit: Suggestions and Techniques for Effective Learning.
SPONS. AGENCY- North Carolina Univ., Chapel Hill. School of Medicine.
PUB DATE- Apr 88
NOTE- 29p.
GRANT- ISD-0010801
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Allied Health Occupations Education; College Students; *Comprehension; Higher Education; Independent Study; Learning Activities; Learning Motivation; *Learning Strategies; Medical Students; *Memory; Notetaking; Scheduling; Study Habits; *Study Skills; Test Wiseness; *Time Management

This manual covers study behavior and attitudes and specific study techniques for health profession students, including scheduling, comprehension, memory, and test-taking techniques. Much of the approach emphasizes self-discipline and honesty. Focus is on how students in a health professions program can make their study time

Examination for the Certification of Educators in Texas. After a policy review, advisory committees for 63 test areas prepared content frameworks, created objectives, and reviewed job analysis surveys prepared by classroom teachers and educators. A bank of test items was written for each test area and field tested at colleges and universities throughout the state. Minority educators reviewed the tests for bias. Recommended passing scores were obtained from teachers. The procedures described offer a useful model for keeping teacher certification tests up to date. (SLD)

ED 295 995 TM 011 851

Carlson, Sybil B.
Writing Samples Viewed from Different Perspectives: An Approach to Validity.
PUB DATE- Apr 88
NOTE- 41p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Cognitive Processes; College Students; Construct Validity; *Discourse Analysis; Higher Education; *Holistic Evaluation; *Scoring; *Validity; Writing (Composition); *Writing Evaluation
IDENTIFIERS- Graduate Record Examinations

The objective description and identification of variables that meaningfully distinguish reasoning skills couched in written discourse was studied, comparing scores obtained from different perspectives on the same writing samples. A total of 406 writing samples on 2 topics by 203 students who had taken the Graduate Record Examinations, mostly non-native speakers of English, was reviewed by the Writer's Workbench computer analysis and four different schemes: (1) the Purves-Soter scheme; (2) the Moss scheme; (3) the Reid holistic scoring scheme; and (4) another holistic scheme developed for a previous study. The reliability of scoring varied considerably, depending on features in writing that readers could identify. The schemes for reasoning skills were highly confounded by verbal and writing abilities. More objectively defined constructs of written discourse skills must be developed. Four appendices review the scoring schemes, and 13 tables present

achievement testing programs was developed. The first test was the Survey of Basic Skills (SBS) published by Science Research Associates. The second was the Tests of Individual Performance (TIP) of the Portland Public Schools in Oregon. Scores reported in Rasch units (RIT) from the TIP administrations to a total of 1,918 students in the Tigard Oregon schools, grades 3 to 6, were matched to SBS item responses; and SBS tests were scaled (SCS scores) and linked to RIT scales using the fixed parameter method. There was a high level of consistency for the SCS/RIT conversion tables. The TIP RIT and SBS SCS scores provided comparable measures of reading and language achievement for these students. This study supports the possibility of vertically equating standardized test series in sequential subjects. Five figures are provided. (SLD)

UD

ED 296 011 UD 025 487

Detroit Public Schools. Schools of Choice: Unique Educational Alternatives, 1986/87.
Detroit Board of Education, Mich.
PUB DATE- 86
NOTE- 80p.; Photographas will not reproduce well.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Experimental Schools; *High Risk Students; High Schools; *Individualized Instruction; *Magnet Schools; Middle Schools; *Nontraditional Education; Open Education; School Choice; School Desegregation; Transitional Schools; *Urban Schools
IDENTIFIERS- *Detroit Public Schools MI

This model portfolio of school choices describes the following four types of schools available in the Detroit Public Schools: (1) specialty high schools at four locations, which offer scientific and artistic studies, aerospace technology instruction, science and applied technology, and a rigorous college preparatory curriculum; (2) the high school development center, an alternative school for high risk ninth and tenth graders; (3) magnet middle schools at

Oestereicher, Mary
Effectiveness of Peer Tutor/Mentors For Disadvantaged Students at Brooklyn College: Preliminary Analyses.
PUB DATE- 87
NOTE- 8p.; Article contained in UD 026 217.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Journal Articles (080)
DESCRIPTORS- College Environment; *College Students; Dropout Prevention; Higher Education; *Mentors; *Peer Teaching; Program Effectiveness; *Special Programs; Student Attitudes
IDENTIFIERS- *City University of New York Brooklyn College; *Project SEEK

College dropout rate as a function of poor fit between institution and students has been studied extensively, but how this phenomenon operates for disadvantaged students is not adequately understood. This study examines the effects of a project that attempts to use peer relationships--tutoring and mentoring--to improve academic performance and stem attrition among disadvantaged college students. Students who received tutoring/mentoring were compared to students who did not on the following measures: (1) course grades; (2) grade point average; (3) re-enrollment; (4) pretest and posttest scores on surveys of study habits and attitudes; and (5) a questionnaire. The students who were mentored were also asked questions about their satisfaction with the program. The results seemed to indicate that peer tutoring had a positive impact on the academic integration of disadvantaged students. Mentored students earned better grades and there was less deterioration in their attitudes. They found the program useful and would recommend it to others. Further data analysis is needed to determine whether the differences are significant. The progress of the students over a longer period of time is being followed. A list of 10 references is provided. (VM)

ED 296 025 UD 026 221

Magnet School Assistance/Impact Aid Programs. Hearing before the Subcommittee on Education, Arts and Humanities of the Committee on Labor and Human Resources. United States Senate, One Hundredth Congress, First Session (Washington, D.C., July 30, 1987;

overall, states have made considerable use of the federal AFDC and food stamp work program options available since 1981; (2) there was considerable diversity in the combinations of options chosen; (3) there is considerable variability across states in their political and financial commitment to work-welfare; (4) there was a high level of anxiety across the nation about the direction Federal policy will take regarding work-welfare issues (5) political priority on work-welfare at the state level has increased; (6) the primary activity offered in programs is job search; (7) the Job Training and Partnership Act is increasingly important in the programs. Implications for federal policy are identified. The most critical need now is a clear and long-term commitment by the Federal Government to fund work-welfare programs. Data are presented on 21 tables. (BJV)

ED 296 038 UD 026 235

Ruggles, Patricia; Williams, Roberton
Transitions in and out of Poverty: New Data from the Survey of Income and Program Participation.
Urban Inst., Washington, D.C.
PUB DATE- Dec 86
NOTE- 36p.; Paper presented at the Allied Social Science Association Annual Meeting (New Orleans, Louisiana, December 1986).
AVAILABLE FROM- The Urban Institute, 2100 M Street, N.W., Washington, DC 20037.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Career Change; Census Figures; Death; Demography; Divorce; Economically Disadvantaged; *Economic Change; *Economic Factors; Economic Status; Employment; Factor Analysis; Family Influence; *Family Life; Job Layoff; Marriage; Neonates; *Poverty; *Social Influences
IDENTIFIERS- Survey of Income and Program Participation

This study considered the impact of the following specific demographic and economic events on transitions into and out of poverty: (1) birth of a baby in a family; (2) death in the family; (3) occurrence of a marriage; (4) break-up of a marriage; (5) loss of a job by a family member; and (6) employment of a family member. Data used were from the Census Bureau's Survey of Income and Program Participation (SIPP). Significant correlations were found:

Data are presented on 34 tables. Appendices discuss definitions, explanations, limitations, and comparability of the data, the source and reliability of the estimates, and the underreporting of income. (BJV)

ED 296 051 UD 026 254

Household and Family Characteristics: March 1987. Population Characteristics. Current Population Reports, Series P-20, No. 424.
Bureau of the Census (DOC), Suitland, Md. Population Div.
PUB DATE- May 88
NOTE- 151p.
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Collected Works - Serials (022)
DESCRIPTORS- Black Family; Educational Attainment; Ethnicity; *Family (Sociological Unit); *Family Characteristics; Family Size; *Heads of Households; Hispanic Americans; Marital Status; National Surveys; *Statistical Data; Whites

This report contains annual demographic data, based on information gathered in the Annual Demographic Supplement to the Current Population Survey, on household and family characteristics for March 1987. In the interest of expediency, the analytical section that had been featured in previous annual reports since 1953 has been deleted from the 1987 report. Among the highlights of the 1987 data are the following: (1) there were 89.5 million households, a net increase of 8.7 million since 1980; (2) the proportion of households maintained by a married couple with children under age 18 has declined by 13 percentage points since 1970; (3) there were 3.19 persons per family, down 0.10 persons from the 1980 average; (4) the number of householders under 25 years of age has fallen by 1.4 million since 1980; and (5) the average net increase in the number of one-person households from 1980 to 1987 was 340,000 less than the corresponding figure for the 1970s. Data are presented on 25 tables. Appendices provide definitions and explanations, discuss the source and reliability of the estimates, and present on table calculations of standard errors for the data presented. (BJV)

Council for Elementary Science International.; ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.

PUB DATE- Dec 87

NOTE- 263p.

CONTRACT- 400-86-0016

AVAILABLE FROM- SMEAC Information Reference Center, The Ohio State University, 1200 Chambers Road, 3rd Floor, Columbus, OH 43212 ($12.50).

LANGUAGE- English

EDRS Price - MF01/PC11 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Collected Works - General (020) Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071)

DESCRIPTORS- Creative Activities; Creativity; Divergent Thinking; *Elementary School Science; Elementary Secondary Education; Experiential Learning; Junior High Schools; *Laboratory Procedures; *Middle Schools; *Problem Solving; *Science Activities; Science Education; *Secondary School Science

Mounting research evidence has shown that an activity centered approach to elementary and middle school science education can be quite effective. This sourcebook, developed for teachers by teachers, presents many activity oriented science lessons that could be done in any elementary or middle school classroom with minimal additional experience. Nearly all lessons use materials that could easily be found around most schools or homes or that could be purchased inexpensively from local sources. Each activity contains the focus of the activity, a challenge posed to the students, materials, procedures, further challenges and references. Topics include: teaching physical science activities; sound; light and color; electricity from static to circuits; electricity from magnetism to generators; forces and motion; simple machines; heat; forces in liquids and gases; matter; chemistry; and space. Numerous line drawings illustrate the activities. (CW)

ED 295 782 SE 048 976

Henderson, Ronald W.; Brown, Nancy

The Monterey Bay Area Mathematics Project: First Year Evaluation. Technical Report No. 87-1.

California Univ., Santa Cruz. Group for Research in Mathematics and

ED 295 796 SE 049 148

Clariana, Roy B.; Smith, Lana
Learning Style Shifts in Computer-Assisted Instructional Settings.
PUB DATE- 88
NOTE- 20p.; Paper presented at the Annual Meeting of the International Association for Computers in Education held in conjunction with the American Educational Research Association (New Orleans, LA, April 5-9, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cognitive Style; *Computer Assisted Instruction; Computer Uses in Education; Elementary Education; *Elementary School Mathematics; Individualized Instruction; Inservice Teacher Education; Learning Modalities; *Learning Strategies; *Mathematics Achievement; Mathematics Education; *Mathematics Instruction
IDENTIFIERS- *Mathematics Education Research

This is a summary of findings of three studies of learning style in computer-assisted instructional (CAI) settings. In study one, learning style and math achievement data collected from an intact class of 23 seventh and eighth graders indicate that students' learning style preference changed after four months of CAI towards the accommodator type. Students with high math ability showed a higher pre to post learning style shift than the low ability students. In study two, learning style and math achievement data collected from a group of 22 19- to 21-year-old disadvantaged students involved in a five-week program of computer-assisted remediation showed a shift towards the accommodator type comparable to the results of study one. In study three, learning style and classroom achievement of a group of 30 adult graduate education majors in a course that deals with utilizing microcomputers in education (Apple IIe) shifted after five weeks towards a preference for more concrete experience and more reflective observation. It is suggested that a change in student learning style preference, particularly for high ability students, occurs in CAI environments. A shift towards concrete experience and active experimentation may relate to higher math achievement in similar CAI environments. (TW)

ED 295 811 SE 049 192

O'Sullivan, Kathleen A.; Zielinski, Edward J.
Development of a Stages of Concern Questionnaire for Preservice Teachers.
PUB DATE- 88
NOTE- 23p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (61st, Lake of the Ozarks, MO, April 10-13, 1988). Some charts and graphs may not reproduce well.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Attitude Measures; Content Validity; Generalizability Theory; Higher Education; Inservice Teacher Education; *Preservice Teacher Education; *Questionnaires; Research; Science Education; *Surveys; *Test Reliability; *Test Validity
IDENTIFIERS- *Stages of Concern Questionnaire

The Stages of Concerns Questionnaire (SoCQ) is an established instrument which has been used primarily with inservice teachers involved in innovations. While it focuses on inservice teachers' concerns about an innovation, the instrument is based on theoretical constructs developed by the work of Frances Fuller and others during the 1960s with preservice teachers. The SoCQ has also been used in some studies with preservice teachers. These studies, others using related measures of concerns, and a pilot study have raised questions about the suitability of the SoCQ in its present form for use with this population. However, the demonstrated usefulness of the extant instrument and its generalizable theoretical base suggest that such a questionnaire may offer a means of measuring and assessing reforms and innovations in teacher preparation so widely called for and in process at this time. The purpose of this study was to examine the validity and reliability of a modified version of the SoCQ intended for use with preservice teachers in undergraduate and fifth-year teacher preparation programs. The results and validity and reliability procedures are reported. In addition, recommendations for further refinements and research are made. (CW)

ED 295 812 SE 049 193

ED 295 826 SE 049 207

Kerslake, Daphne

Fractions: Children's Strategies and Errors. A Report of the Strategies and Errors in Secondary Mathematics Project.

REPORT NO.- ISBN-0-7005-1006-0
PUB DATE- 86
NOTE- 139p.; Some drawings may not reproduce well.
AVAILABLE FROM- NFER-NELSON Publishing Company, Ltd., Darville House, 2 Oxford Road East, Windsor, Berkshire SL4 1DF, England.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Arithmetic; *Fractions; Mathematics Achievement; Mathematics Curriculum; Mathematics Education; *Mathematics Instruction; Mathematics Skills; Number Concepts; *Problem Solving; *Rational Numbers; Secondary Education; *Secondary School Mathematics

This report describes an investigation in England of some of the problems children experience with fractions. In particular, the restricted view that some children have of fractions is investigated. The methodology involved a large number of interviews with secondary school children (aged 12-14). The results of these interviews led to the design of teaching experiments which involved both small groups and whole classes with a pretest, immediate posttest, and delayed posttest. Results of the study address student understanding of models of fractions, the division aspect of a fraction, fractions as numbers, and equivalent fractions as well as the teaching module that was developed. Implications for the teaching of fractions include: (1) the learning of fractions would be facilitated if teachers developed their skills of listening to children and of encouraging them to talk about their interpretation of fractions and associated problems; (2) a greater emphasis could be placed on the division interpretation of fractions; (3) more attention needs to be given to the basic ideas of equivalence of fractions; (4) more attention needs to be given to the limitation of the "part of a whole" model of a fraction; and (5) more attention needs to be paid to the importance of the transition from the realm of counting numbers to that of rational numbers. Appendices include the interview and testing materials. (PK)

EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Career Awareness; Career Choice; Career Education; Career Exploration; Career Guidance; *Females; Foreign Countries; *Occupations; *Physics; Science Education; Secondary Education; *Secondary School Science; *Vocational Education

Many feel that more female role models are needed in the physical sciences to encourage young women to consider careers in chemistry and physics. This publication contains 28 profiles of women with careers in physics. Each one is written to show how each woman would spend a workday and some of the activities in which she might participate. Careers represented include: astronomer; broadcaster and writer; diagnostic radiographer; environmental physicist; geophysicist; government scientist; information scientist; laser technologist; medical physicist; medical physics technician; meteorologist; optics consultant; patent agent; physics lecturer; physics teacher; product marketing engineer; flight systems technician; real-time computing scientist; research and development physicist; research director; sales/marketing manager; sales office assistant; satellite design engineer; school physics technician; scientific journalist; semiconductor technologist; senior civil servant; and television broadcast engineer. (CW)

ED 295 842 SE 049 225

Mendoza, Lionel P., Ed.; Williams, Edgar R., Ed.
Canadian Mathematics Education Study Group = Groupe Canadien d'Etude en Didactique des Mathematiques. Proceedings of the Annual Meeting (Kingston, Ontario, Canada May 29-June 2, 1987).
Canadian Mathematics Education Study Group.
PUB DATE- Mar 88
NOTE- 97p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Calculators; Calculus; *College Curriculum; College Instruction; *College Mathematics; Foreign Countries; Higher Education; *Mathematics Curriculum; Mathematics Education; *Mathematics Instruction; Methods Courses; *Preservice Teacher Education; Remedial Mathematics; Teacher Education
IDENTIFIERS- *Canada

These conference proceedings include three invited lectures, a

Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Consumer Education; *Economics Education; Elementary Secondary Education; Information Sources; Instructional Materials; Learning Activities; Postsecondary Education; Resource Materials; Resource Units; Units of Study

Designed to be used in conjunction with the "Consumer's Resource Handbook" (CRH), this teacher's guide features teaching units, sources of information, and follow-up learning activities. It is written primarily for secondary level students but can be adapted for elementary and postsecondary classes. Unit 1 addresses how to seek purchasing information, and unit 2 describes the steps in effective complaint handling. Objectives and activities are outlined for both units, and a sample complaint letter is included. Sources of consumer assistance are described and include: (1) corporate consumer contacts; (2) automobile manufacturers; (3) better business bureaus; (4) trade associations and industry third-party dispute resolution programs; (5) state, county, and city government consumer offices; (6) federal offices; (7) libraries; (8) media programs; (9) occupational and professional licensing boards; (10) small claims courts; (11) legal aid and legal services; (12) lawyers; (13) consumer credit counseling services; (14) the "Consumer Information Catalog"; and (15) private and voluntary consumer groups. (JHP)

ED 295 857 SO 018 886

Jackson, Barbara E., Ed.; Ugalde, Antonio, Ed.
The Impact of Development and Modern Technologies in Third World Health. Studies in Third World Societies, Publication Number Thirty-Four.
College of William and Mary, Williamsburg, VA. Dept. of Anthropology.
PUB DATE- Dec 85
NOTE- 363p.; Paper titles and table of contents titles are not always the same.
AVAILABLE FROM- Editors, Studies in Third World Societies, Department of Anthropology, College of William and Mary, Williamsburg, VA 23185.
LANGUAGE- English
EDRS Price - MF01/PC15 Plus Postage.
PUB TYPE- Collected Works - General (020) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Developing Nations; Development; *Economic Development; Health; *Health Conditions; *Health Education; Health Programs;

Education and Labor. House of Representatives, One Hundredth Congress, First Session (Seattle, Washington).
United States Government Printing Office, Washington, D.C.
PUB DATE- 25 Aug 87
NOTE- 75p.; Serial No. 100-35. Portions contain small print.
AVAILABLE FROM- Superintendent of Documents, Congressional Sales Office, U.S. Government Printing Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Art; *Arts Centers; Cultural Centers; Federal Legislation; Federal Programs; *Financial Support; Government Role; Grants; *Hearings; *Local Government; Public Agencies; Public Support; *State Federal Aid
IDENTIFIERS- Congress 100th; *Local Arts Agency Development Program; *Local Arts Councils; Matching Grants; National Endowment for the Arts

The National Endowment for the Arts has supported the Local Arts Agency Development Program since 1984 through a test program funded for $8 million with funds from one-time federal grants and matching state and local funding sources. In many communities the amount of local government financial support exceeded the matching requirements, indicating a growing interaction between local arts agencies and local governments. As a result, the National Endowment for the Arts requested permanent funding for this project, and a hearing was held to determine if this program would sustain arts resources and insure leadership availability and cooperation. Verbal statements were presented by: (1) Frank Hodsoll, Chairperson, National Endowment for the Arts and Chairman, National Council on the Arts; (2) Mike Lowry, Congressman (Washington); (3) Kjristine Lund, Director, King County (Washington) Arts Commission; (4) Judith Meltzer, arts resource specialist, Seattle (Washington) Public Schools; (5) Carl Petrick, Director, Seattle (Washington) Arts Commission; and (6) David E. Skinner, American Council for the Arts representative. Ten prepared statements are also included. (JHP)

ED 295 871 SO 019 071

Kernan-Schloss, Adam, Ed.; And Others
Competitiveness and Campaign '88.
Council on Competitiveness, Washington, DC.
PUB DATE- Jan 88
NOTE- 128p.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Area Studies; Educational Objectives; *Geographic Concepts; Geographic Distribution; Geographic Location; *Geographic Regions; *Geography Instruction; Human Geography; Instructional Materials; Map Skills; Physical Geography; Regional Characteristics; Secondary Education; Social Studies; State Curriculum Guides; *World Geography
IDENTIFIERS- Africa (North); Africa (Sub Sahara); Asia; Europe (East); Europe (West); Latin America; *Louisiana; Pacific Region; Polar Region

This world geography curriculum guide is designed to help teachers improve the quality of secondary level geography instruction. The guide contains Louisiana's social studies curriculum goals and information about the scope and sequence of the state's social studies program. Part 1 discusses the major geographical concepts of: (1) map and globe skills; (2) physical geography; (3) changing landscapes; (4) natural resources; (5) population; (6) living off the land; and (7) urban studies. Part 2 uses these concepts in units about: (1) Western Europe; (2) Eastern Europe; (3) Anglo America; (4) Latin America; (5) North Africa and the Middle East; (6) Africa south of the Sahara; (7) Asia; (8) the Pacific region; and (9) the Polar regions. One country from each region is featured, and each unit contains generalizations, concept and objectives' statements, along with a general course content outline and suggested student activities. Apppendices include: (1) a 62-item bibliography; (2) a list of foreign countries' embassies and information offices in the United States; (3) charts showing skills for grades K-12 according to whether they constitute a major or shared responsibility of social studies; and (4) a description of course evaluation techniques. (JHP)

ED 295 885 SO 019 110

American History Curriculum Guide: Secondary Social Studies. Bulletin 1599. Revised.
Louisiana State Dept. of Education, Baton Rouge. Div. of Academic Programs.
PUB DATE- 87
NOTE- 574p.; For an earlier edition, see ED 211 446.
LANGUAGE- English
EDRS Price - MF02/PC23 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom

SP

ED 295 900 SP 030 194

Evertson, Carolyn M.; Smylie, Mark A.

Research on Teaching and Classroom Processes: Views from Two Perspectives.

PUB DATE- Jul 85
NOTE- 58p.
GRANT- NIE-G83-0063
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Classroom Communication; *Classroom Research; Classroom Techniques; Elementary Secondary Education; *Interaction Process Analysis; Learning Strategies; *Research Methodology; Sociolinguistics; *Teacher Behavior; Teacher Effectiveness; Teacher Student Relationship; Teaching Methods

This paper reviews selected findings from two traditions of educational research--process-product research and sociolinguistic research. The first research method generally focuses on the teacher and identifies teacher behaviors (processes) that correlate with student outcome measures (products). Sociolinguistic research focuses on communicative interactions between the teacher and students and among students themselves. These research traditions are examined as lenses through which the classroom is viewed. Highlighting findings of several major research studies, a description is given of how each of these methods presents a different but complementary view of teaching in three areas: (1) teacher planning and decision making; (2) classroom management; and (3) academic instruction. These research perspectives illustrate two important dimensions of knowledge that are crucial for developing a more complete understanding of teaching and learning processes. The first is of the general processes and behaviors that relate to student learning across a variety of situations. The second, of equal importance, is knowledge that explains how those processes operate and function within specific contexts across

ED 295 917 SP 030 267

Mertz, Robert J.
Teaching as Learning: The Personal Dimensions of Teacher Growth.
Ohio State Dept. of Education, Columbus.
PUB DATE- 87
NOTE- 98p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Change Strategies; Educational Environment; Elementary Secondary Education; Futures (of Society); *Individual Development; *Inservice Teacher Education; *School Effectiveness; Self Actualization; *Teacher Effectiveness; Teaching Experience

This document traces the personal growth of teachers through the research literature and interviews and conversations with more than 40 elementary and secondary teachers. Chapter One provides an overview of teachers as artists, suggesting that teaching is a highly refined skill that requires knowledge and practice to master. Chapters Two and Three deal with the personal elements for change and growth in teaching, identifying recurrent themes drawn from interviews with teachers and synthesizing these themes with the research literature. Chapters Four and Five describe the organizational environment that promotes growth, drawing upon the growing body of literature about institutional cultures in industry and schools. The focus is on how a school's culture or climate can enhance teachers' personal and professional growth. In Chapter Five, teachers describe their views of change processes in their individual buildings. Chapter Six highlights the major themes and considers the implication of teachers' personal growth states for school improvement and artistic teaching. The final chapter presents several fictive descriptions of schools, depicting what some alternatives might be. In addition, there are nine "reflections," one or more at the end of each chapter, that call upon the reader to do critical-inquiry exercises about the nature of learning and teaching, including several instruments for measuring personal and career satisfaction. (JD)

ED 295 918 SP 030 283

only what is taught, but the appropriateness of how, where, when and the why of instruction-learning processes. The purpose of this paper is to review thinking and research about how reflective supervision facilitates the teaching-learning process. Several figures and 19 references are provided. (JD)

ED 295 934 SP 030 325

Melograno, Vincent; Loovis, E. Michael
Motor Development Programs for School-Aged Handicapped Students: A Follow-Up Needs Assessment.
PUB DATE- 88
NOTE- 46p.; For the original study, see ED 212 618.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Adapted Physical Education; Elementary Secondary Education; Individualized Education Programs; *Mainstreaming; *Needs Assessment; Negative Attitudes; *Physical Education Teachers; Program Development; *Teacher Attitudes

The purpose of this 1988 follow-up study was to augment findings previously obtained in a comprehensive needs assessment regarding appropriate physical education programming for mainstreamed students. The current educational needs of elementary and secondary public school teachers were determined. Information was sought on teachers' experience, existing abilities, attitudes, programming, expressed needs, and perceived limitations on handicapped learners. Results from 242 teachers indicated that a majority have not been involved in Individualized Education Program planning, believe that an adapted physical education placement must be provided, and need assistance in motor behavior assessment. A majority of the teachers were "neutral/mixed" in their interest toward teaching handicapped students. Also, teachers still base the exclusion of students on the nature of the individual's handicap, functional ability, and activity chosen. Results confirmed the belief that teaching professionals do not possess the competencies necessary to conduct physical education in the least restrictive environment. The survey instrument and response data are appended. (Author/JD)

Standardized Tests; State Programs; *Summer Schools; Testing Programs
IDENTIFIERS- Minimum Skills Diagnostic Tests; *North Carolina Basic Education Program

This document sets forth detailed curriculum objectives and an associated three-phase promotion testing program for grades 3, 6, and 8 for public schools in the state of North Carolina. The program was administered for the first time in 1986. The 1987 testing program began with administration of the California Achievement Tests (CAT). Students scoring below the 25th national percentile on the CAT were administered the North Carolina Minimum Skills Diagnostic Tests (MSDT). Statewide scores for students in grades 3, 6, and 8 on the MSDT in 1987 are tabulated. Students who did not receive a score of 70 percent on the diagnostic tests were invited to attend the Basic Education Program Summer School, as were students in grades 1-4 and grades 6 and 8 who did not meet local promotion standards. The lengths of the program courses ranged from 20 to 30 days. Post-program testing indicated achievement score gains for the various areas tested of from 2.7 to 12.3 percentage points. The program was also effective in increasing statewide promotion figures. Expenditure for the 1987 summer school program, which served 40,191 students, was approximately 10.8 million dollars. This report largely consists of tabulated data. (TJH)

ED 295 950 TM 011 421

De Ayala, R. J.; And Others
A Comparison of the Nominal and Graded Response Models in Computerized Testing.
PUB DATE- Apr 88
NOTE- 33p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Ability Identification; *Achievement Tests; Adaptive Testing; *Aptitude Tests; Comparative Analysis; Computer Assisted Instruction; *Computer Assisted Testing; *Diagnostic Tests; *Latent Trait Theory; Postsecondary Education; Test Validity
IDENTIFIERS- *Graded Response Model; *Nominal Response Model

Programs; Program Evaluation; Reading Skills; Second Language Learning; Self Evaluation (Individuals); Speech Skills; *Student Attitudes
IDENTIFIERS- British Columbia

The assessment reported in this paper represents the first attempt by British Columbia to use the Canadian Ministry of Education's assessment program model with special programs; in this case, the French immersion program was chosen. Objectives of the assessment were as follows: (1) examination of the extent to which students are achieving provincial curricular goals in French reading, listening, and speaking; (2) determination of student attitudes toward various aspects of French language and culture and their self-perceptions of their knowledge of French; and (3) comparison of immersion students' achievement in previous provincial assessments of English reading, mathematics, and science with achievement of students enrolled in regular English programs. French reading, speaking, and listening tests and student opinion questionnaires were administered to students in grades 4 and 7. The subjects included 1,508 early immersion fourth graders, 718 early immersion seventh graders, and 616 late immersion seventh graders. Results indicate that both the early and late immersion programs are effective school options for second language learning. Seven tables are presented. (TJH)

ED 295 965 TM 011 750

Drahozal, Edward C.
Pupil Norms or Norms for School Averages: Vintage Means of Test Interpretation or a Can of Worms?
PUB DATE- Apr 88
NOTE- 31p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Achievement Tests; College Entrance Examinations; *Educational Planning; Elementary Education; Grade 2; Grade 6; Grade 8; *National Norms; *Standardized Tests; *Test Interpretation; Test Use
IDENTIFIERS- American College Testing Program; *Iowa Tests of Basic Skills; *Stanford Achievement Tests

more productive and efficient. Learning behavior and habits, daily study practices, class preparation and note taking, comprehension skills, and self-assessment skills are discussed. Techniques outlined include reward systems, reading and other pre-lecture preparation activities, after-lecture reviews, maintenance of concentration, retention of information, use of imagery and conceptual frameworks, learning support groups, formulation of study questions and answers, paraphrasing reading material, building mental networks, understanding terminology, and practice examinations. (TJH)

ED 295 981 TM 011 803

Smith, Douglas K.
The Matrix Analogies Test: A Validity Study with the K-ABC.
PUB DATE- Apr 88
NOTE- 17p.; Paper presented at the Annual Meeting of the National Association of School Psychologists (Chicago, IL, April 5-10, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academically Gifted; *Cognitive Processes; Comparative Analysis; Elementary Education; *Elementary School Students; Grade 2; Grade 3; Grade 4; Grade 5; Intermediate Grades; Nonverbal Tests; *Test Validity
IDENTIFIERS- *Kaufman Assessment Battery for Children; *Matrix Analogies Test (Expanded Form); Reasoning Tests

The Matrix Analogies Test-Expanded Form (MAT-EF) and Kaufman Assessment Battery for Children (K-ABC) were administered in counterbalanced order to two randomly selected samples of students in grades 2 through 5. The MAT-EF was recently developed to measure non-verbal reasoning. The samples included 26 non-handicapped second graders in a rural midwest school district, and 25 school-identified gifted students (5 third graders, 10 fourth graders, and 10 fifth graders) attending a suburban midwest school district. Mean MAT-EF scores were lower than mean K-ABC scores for both samples. Significant correlations (corrected for range restriction) between MAT-EF and Mental Processing Composite (MPC) and Simultaneous Processing were obtained for both groups (0.53 and 0.49, respectively, for the non-handicapped group; and 0.53 and 0.42, respectively, for the gifted group). MAT-EF mean standard the findings. (SLD)

ED 295 996 TM 011 908

Day, Christopher

The Relevance and Use of Classroom Research Literature to the Appraisal of Teachers in Classrooms: Issues of Teacher Learning and Change.

PUB DATE- Sep 87

NOTE- 26p.; Based on a paper presented to the British Educational Research Association (Manchester, England, September 1987).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Action Research; Classroom Observation Techniques; *Classroom Research; Elementary Secondary Education; *Evaluation Methods; Literature Reviews; Professional Development; *Research Utilization; Teacher Education; Teacher Effectiveness; *Teacher Evaluation; Teacher Improvement

The validity of classroom research literature, centering on content, methodology, and audience, and the appraisal process for teachers are examined. Those engaged in classroom observation should be aware of the limitations of research. The concept of action research provides an alternative to the study of teachers and classrooms that recognizes teachers as researchers and asserts their professionalism. Appraisal and professional development should decrease teacher isolation and provide more time for reflection on action outside and inside the classroom. Unless teachers have personal and professional involvement in the design, processes, and outcomes of appraisal and feel some ownership in the process, there will inevitably be problems of adoption and utilization of research fundings. Appraisal systems that do not fully involve teachers act against their best learning interests. Fifty-two references are listed. (SLD)

ED 295 997 TM 011 909

eight locations, each targeted to a special program or group of students, such as high risk students, those in need of instruction in basic skills, those who can advance particularly far with individualized instruction, and those especially interested in math and sciences; and (4) alternative schools that provide for gifted students, multi-lingual and multi-cultural students, students who wish to design their own high school programs, students who wish to participate in experimental programs, students who are institutionalized, etc. Also included in the portfolio is a description of tests used in the citywide testing program. The portfolio publicizes the comprehensive and varied educational opportunities of the Detroit Schools, and a map indicates the location of each school. (PS)

ED 296 012 UD 025 681

Rodriguez, John H.; Knowles, Gary W.
A Paradigm for Dropout Prevention Programs.
San Diego City Schools, Calif.
PUB DATE- 87
NOTE- 91p.; Best copy available.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Ancillary School Services; *Dropout Prevention; Elementary Secondary Education; Guidance Programs; *High Risk Students; Intervention; Job Training; Nontraditional Education; Potential Dropouts; Program Content; School Holding Power; Urban Schools
IDENTIFIERS- *San Diego Unified School District CA

This report describes the dropout prevention programs developed by the San Diego City Schools. It begins by outlining the critical components of effective student dropout prevention programs, including student identification, student study team, personalized student action plan, parent support, controlled admissions to alternative programs, classroom interventions, alternative programs, and community involvement. Next the paper provides an overview of the San Diego City Schools model. The components are specified, and the elements of each are provided in detail. Appendix A provides suggestions for developing interventions for at-risk students. Appendix B describes each of the school district's dropout prevention programs and services. In particular, the report includes information on the Education Clinic, the Pupil

Farmington, Utah, August 26, 1987).
Congress of the U.S., Washington, D.C. Senate Committee on Labor and Human Resources.
REPORT NO.- Senate-Hrg-100-377
PUB DATE- 88
NOTE- 259p.; Some pages may be marginally legible due to small broken print.
AVAILABLE FROM- Superintendent of Documents, Congressional Sales Office, U.S. Government Printing Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Educational Finance; Elementary Secondary Education; *Federal Aid; *Magnet Schools; Military Personnel; Property Taxes; *School Desegregation; *School Districts; Special Programs
IDENTIFIERS- *Impact Aid; *Proposed Legislation

This transcript of testimony concerns the reauthorization of the Magnet School Assistance Program and the Impact Aid Program. The proposed Magnet School Expansion Act of 1987 would increase aid to this program, which has been successful as a means of desegregating school systems across the nation. Witnesses, including members of Congress, school superintendents, and members of boards of education, testified on the success of magnet schools, the need for more funding, and the preference of this method over bussing for desegregation. Suggestions were made on how to improve the distribution of funds. The second part of the session addressed the need to continue special funding of school districts to compensate them for local and federal activities. These funds are needed since areas with a high federal presence do not have enough taxable property to generate adequate revenues for schools. Witnesses compared high impact districts with similar ones that do not have a federal presence to show the extent to which the impacted district may be at a disadvantage. Many tables, graphs, and illustrations were offered as evidence to demonstrate the need for the continuance both of these aid programs. (VM)

ED 296 026 UD 026 222

Family Welfare Reform Act. Hearings on H.R. 1720 To Replace the Existing AFDC Program with a New Family Support Program...before the Subcommittee on Public Assistance and Unemployment Compensation of the Committee on Ways and Means. House of Representatives, One Hundredth Congress, First Session (March 30; April 1, 1987).

about half the transitions into and out of poverty observed occur in the same month as one of the six events examined. Job losses and job gains accounted for most of these transition-related events, but this is because such events are much more common than are the demographic events considered. Certain demographic events are also very likely to be associated with poverty transitions: 23 percent of those experiencing a marital break-up, and 13 percent of those in families with a new baby, become poor in the month the event occurred. A job loss is associated with entry into poverty for about 17 percent of those in families with such losses. Job gains and marriages account for almost the same percentage of exits from poverty--16 percent and 14 percent, respectively--for those whose families experience them. Data are presented on 10 tables. (BJV)

ED 296 039 UD 026 236

IMAGES: Information Manual of Alternatives Guiding Educational Success.
Texas Education Agency, Austin.
PUB DATE- Jan 88
NOTE- 469p.
AVAILABLE FROM- Publications Distribution Office, Texas Education Agency, 1701 N. Congress Avenue, Austin, TX 78701 ($10.00).
LANGUAGE- English
EDRS Price - MF01/PC19 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Attendance; Dropout Prevention; *Dropout Programs; *Dropouts; Elementary Secondary Education; *High Risk Students; *Intervention; Parent Education; Remedial Instruction; School Holding Power; Social Problems; *Student Needs
IDENTIFIERS- Collaboratives; *Texas

This resource manual was developed to assist Texas school districts in their efforts to address and respond to the dropout problem. A 1986 study revealed a dropout rate of 33 per cent in Texas. A task force was initiated in 1987 to study the educational and social problem and produce this manual as a step toward overcoming it. The manual has the following chapters: (1) Dropout Prevention and Recovery; (2) Effective Programs; (3) Program Types: A Problem of Category; (4) Selected Program Types: Fitting the Solution to the Problem; (5) Academic Programs; (6) Truancy and Discipline Programs; (7) School-Age Parent Programs; Substance Abuse Programs; (8) Preschool and Early prevention Programs; (9) Parent and Family Programs; (10) Multifaceted Programs, which are collaborations

ED 296 052 UD 026 255

Scheirer, Elinor A.

Curriculum Reform, Comparative Education, and Ethnography: A Perspective on Pendulum Swings.

PUB DATE- 9 Apr 88

NOTE- 23p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Historical Materials (060) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Accountability; Basic Skills; *Cross Cultural Studies; Cultural Differences; Cultural Exchange; *Educational Strategies; Elementary Education; *Foreign Countries; *Intercultural Communication; Minimum Competency Testing; *Open Education; Political Issues; Social Influences

IDENTIFIERS- *England; *United States

This paper explores how a set of curriculum reforms in the United States and England over the past 20 years may be interrelated, according to conclusions drawn from ethnographic investigation and informed by historical reflections. The discussion centers upon the case of informal, open, or progressive education, which has enjoyed a 40 plus--year practice in English primary and middle schools but which appeared as a short-lived movement in the United States in the 1960s and early 1970s. The United States and England have influenced each other for some time, but the fact that similar kinds of curriculum development emerged in both settings may be more indicative of related responses to social and political issues than to distinctive borrowing from each other. In both England and the United States, informal or progressive approaches to primary teaching have been influenced by increased concern for developing children's basic skills, testing their competency and achievement, and stressing professional accountability to the public. Both English and American school practices suggest an ideological flavor to decision-making. In both countries the norm has continued to be more formal primary schools with drill, practice, and testing as common characteristics. A figure illustrates some of the data. A list of 40 references is included. (BJV)

Science Education.
PUB DATE- 9 Sep 87
NOTE- 85p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Elementary School Mathematics; Elementary Secondary Education; *Institutes (Training Programs); Mathematics Education; Mathematics Instruction; *Mathematics Teachers; *Secondary School Mathematics; State Boards of Education; Summer Programs; *Teacher Improvement; Teaching Methods
IDENTIFIERS- *California Mathematics Project; Mathematics Education Research

The California Mathematics Project was established in 1982 by the California State Legislature as one of several statewide responses to a widespread perception among educators and the public at large that the mathematical competence of American children has deteriorated. This report describes an attempt to evaluate the first year's work of one site of the California Mathematics Project. The Legislation provides for several levels of responsibility for the evaluation of the California Mathematics Project, one of which is the local project level. This project report consists of seven sections. Following the introduction is a profile of program participants. The second section summarizes the participants' reaction to and assessment of the 1986 Summer Institute, based on exit interview data. This is followed by an analysis of survey data gathered at the end of the Summer Institute. The fourth section of this report provides an analysis of data based on a survey of instructional practices in mathematics. This section describes and compares self-reported instructional practices of participants, a group of teachers trained by participants, and a comparison group of teachers. The survey instrument used in the collection of these data reflects instructional practices advocated in the California Mathematics Framework. The results of a year-end telephone interview with Fellows forms the basis for the next section of this report. This is followed by a discussion. (TW)

ED 295 783 SE 048 977

De Corte, E.; And Others
Influence of Number Size, Problem Structure and Response Mode on

ED 295 797 SE 049 152

Bitner-Corvin, Betty L.
Yearlong Inservice Science Workshop: Its Effect on the Attitudes of Teachers K-7.
PUB DATE- Oct 86
NOTE- 36p.; Paper presented at the Annual Meeting of the Rural and Small Schools Conference (8th, Manhattan, KS, October 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Attitude Change; Change Strategies; *College Science; Educational Research; Elementary Education; *Elementary School Teachers; Higher Education; Improvement Programs; *Inservice Teacher Education; Science Education; Science Teachers; *Teacher Attitudes; Teacher Education Programs; Teacher Improvement; *Teacher Workshops
IDENTIFIERS- Education for Economic Security Act 1984

Many feel that emotional intensity or attitude toward science and science teaching influences the teaching of science. As a means for changing attitude toward science and science teaching, preservice science education and inservice science education have been recommended. The purpose of this study was to investigate the effect of a yearlong inservice science workshop on the attitudes of elementary teachers toward science and science teaching. The Science Attitude Scale for In-Service Elementary Teacher II and the participants' written cognitive responses were used to measure attitude change. The study found that the workshop had a significant positive effect on the attitudes of the inservice elementary teachers. Also, it helped in reducing apprehension toward science and improving the participants' attitudes toward using science equipment, doing scientific laboratory work, and discussing science topics. The appendix contains a workshop schedule, directions for developing a unit box activity approach to learning, lesson plan for science experiments/activities, and a listing of the cognitive responses of participants. The paper concludes with suggestions to determine the lasting effect of the workshop. (RT)

ED 295 798 SE 049 153

Kinney, James H.
The Effects of Sign Language Lessons by a Deaf Student Teacher, Who Uses an Interpreter, on the Perception and Achievement of Normal Hearing Ninth Grade Multicultural Biology Classes.
PUB DATE- Apr 88
NOTE- 85p.; Some pages contain broken type which may not reproduce well.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Achievement Tests; Attitude Measures; *Biology; College Science; *Deaf Interpreting; Grade 9; Higher Education; *Manual Communication; *Preservice Teacher Education; Science Education; Science Tests; Secondary Education; *Secondary School Science
IDENTIFIERS- *Gallaudet University DC

The novelty of deaf student teachers teaching normal ninth grade biology classes may increase motivation to learn subject matter if sign language lessons are oriented toward specific kinds of knowledge. Since Gallaudet University (Washington, D.C.) places deaf undergraduate student teachers in schools with normal hearing students, the effects of this interaction can be studied so the program can better serve both students and deaf student teachers. This study investigated the impact of sign language lessons by a black deaf student teacher, using an interpreter, on the achievement scores of ninth grade biology classes. Students were also given an attitude questionnaire at the end of the 8-week study. The study indicates that deaf student teachers, when teaching normal hearing students, should give sign language lessons at the beginning of each class period and these sign language lessons should be carefully prepared as a tool to interact with students regarding subject matter. The lessons may improve personal relationships more than increase achievement. Appendices include hand sign language aids, an achievement test sample and questionnaires. (Author/CW)

ED 295 813 SE 049 194

Frontiers in Chemical Engineering. Research Needs and Opportunities.
National Academy of Sciences - National Research Council, Washington, DC. Commission on Physical Sciences, Mathematics, and Resources.

ED 295 827 SE 049 208

Michigan Essential Goals and Objectives for Mathematics Education.
Michigan State Board of Education, Lansing.
PUB DATE- Mar 88
NOTE- 44p.; Graphs and pages with gray shaded areas may not reproduce well.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Algebra; Calculators; *Curriculum Development; *Elementary School Mathematics; Elementary Secondary Education; Geometry; *Mathematics Education; *Mathematics Instruction; Measurement; Number Concepts; Problem Solving; *Secondary School Mathematics; State Curriculum Guides; State Programs
IDENTIFIERS- *Michigan

This document is designed to assist administrators and teachers in planning, developing, and implementing grades K-9 mathematics programs and to provide some guidelines for grades 10-12 instruction. It is intended to provide a philosophical foundation and curricular framework from which educators may construct a comprehensive local program to meet the instructional needs of students. The document illustrates the integration of mathematical content with process skills. The mathematical content strands are: (1) whole numbers and numeration; (2) fractions, decimals, ratio, and percent; (3) measurement; (4) geometry; (5) statistics and probability; (6) algebraic ideas; (7) problem solving and logical reasoning; and (8) calculators. (PK)

ED 295 828 SE 049 209

Continuing Education of Engineers. Engineering Education and Practice in the United States.
National Academy of Sciences - National Research Council, Washington, DC. Commission on Engineering and Technical Systems.
SPONS. AGENCY- Department of the Air Force, Washington, D.C.; National Science Foundation, Washington, D.C.

panel discussion, three working group reports, two reports from topic groups and a participant list. The invited lectures include a discussion of the impact of calculators on the calculus curriculum (Herbert S. Wilf); a consideration of the role of misconceptions in learning mathematics (Pearla Nesher); and an address on the limits of rationality (David Wheeler). The working group areas were concerned with methods courses for secondary teacher education, the problem of formal reasoning in undergraduate mathematics, and small group work in the classroom. The topic groups addressed working in a remedial college situation and motivation theory in pre-service teacher education. (PK)

ED 295 843 SE 049 226

Walton, Karen Doyle; Walton, J. Doyle
Probability: Actual Trials, Computer Simulations, and Mathematical Solutions.
Mathematics Education Trust, Reston, VA.
PUB DATE- 87
NOTE- 46p.
AVAILABLE FROM- Mathematics Education Trust, 1906 Association Drive, Reston, VA 22091 ($6.00; price includes computer simulation on diskette).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Class Activities; *Computer Assisted Instruction; *Computer Simulation; Experiential Learning; Mathematics Curriculum; Mathematics Education; *Mathematics Instruction; *Probability; Secondary Education; *Secondary School Mathematics

The purpose of this teaching unit is to approach elementary probability problems in three ways. First, actual trials are performed and results are recorded. Second, a simple computer simulation of the problem provided on diskette and written for Apple IIe and IIc computers, is run several times. Finally, the mathematical solution of the problem is presented. Comparison of the three sets of results--actual trials, computer simulation, and mathematical solution--provides a surprising and motivating reinforcement for students. They become involved in problem solving through hands-on trials and computer simulations. The elegance of the mathematical solutions is contrasted with the awesome number-crunching ability of the computer and the "doing is

*Modernization; *Technological Advancement; Technology
IDENTIFIERS- Cameroon; Central America; Jamaica; Mexico; Nigeria; Panama

This collection of papers is devoted to a study of the impact of developing nations' technological and economic development within the context of health related factors, including pharmaceuticals and food and nutrition. Titles and authors are as follows: (1) "Health, Development and Technologies: An Appraisal" (B. Jackson and A. Ugalde); (2) "Health and Development: A Marriage of Heaven and Hell?" (G. Borrini); (3) "Health Implications of Urbanization" (R. Halberstein); (4) "Drugging the People: Pills, Profits, and Underdevelopment in Nigeria" (S. Alubo); (5) "Drugs and Underdevelopment: A Case Study of Kano State, Nigeria" (R. Stock); (6) "Unequal Access to Pharmaceuticals in Southern Cameroon: The Context of a Problem" (S. van der Geest); (7) "Infant Feeding Practices in Mexico" (M. Cerqueira et al.); (8) "Modernization, Agricultural Exports, Food Availability and Nutrition in Central America: 1960-1980" (A. Ugalde); (9) "A Research Note: The Roles of Community Health Aids and Economic Development in the Nutritional Status of Children in Western Jamaica, 1973-1984" (B. Melville); (10) "Environmental Sanitation and Infant Mortality: A Study of Relationships in Ile-Ife, Nigeria" (B. Feyisetan); (11) "The Implications of Culture Contact for the Delivery of Health Services among Ngawbere" (Panama) (K Bletzer); (12) "The Introduction of High-Technology Industry in Tula, Hidalgo, Mexico: Health Care Implications for the Semi-Urban Peasant Class" (B. Jackson and T. Stocker); and (13) "Information Technology: The Case of the Microcomputer in the Third World. Colonial Plot or Appropriate Technology?" (W. Bertrand). Tables, references, and information about contributors are included. (JHP)

ED 295 858 SO 018 890

Barringer, Sallie H.
An Examination of the Use of Lists of Recent Publications Found in Selected Journals in British and European History for Collection Development and Current Awareness by Librarians and Historians: A Master's Paper for the M.S. in L.S. Degree, July, 1985.
PUB DATE- Jul 85
NOTE- 46p.; M.S. Thesis, North Carolina University, Chapel Hill.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042) Reports -

LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Competition; Economic Climate; Economics; Human Resources; *International Trade; *Political Campaigns; Political Candidates; Sciences; Secondary Education; Social Studies; Structural Unemployment; Technology

This report profiles the positions of the six Democratic and six Republican 1988 presidential candidates on policy issues affecting U.S. competitiveness in the global economy. Candidate profiles are provided for: Bruce Babbitt, Michael Dukakis, Richard Gephardt, Albert Gore, Jr., Jesse Jackson, and Paul Simon (Democrats); and George Bush, Robert Dole, Pete DuPont, Alexander Haig, Jr., Jack Kemp, and Pat Robertson (Republicans). The issues include: (1) capital formation; (2) human resources; (3) international trade; and (4) science and technology. The presidential candidates defined the competitiveness issue as a series of interrelated concerns, each of which is sufficiently complex enough to require attention. The majority of the candidates have specific ideas and proposals for addressing the components of the problem. Common themes emerging from the candidates positions were: (1) the macro-economic and structural nature of the competitiveness problem; (2) the need to reduce the federal budget deficit; (3) the primacy of human resource development; (4) finding ways to improve the export performance of U.S. industry; (5) the notions of accountability and productivity; and (6) the need for expanding the federal government's role in certain areas. The need to resolve the federal budget deficit is the issue that dominates the campaign, with the improvement of public education and training of U.S. workers as a close second. Addendums include position statements by Jesse Jackson and Gary Hart. (SM)

ED 295 872 SO 019 072

Sable, Martin H., Comp.
A Bibliography of the Shuadit Language and Culture of the Provence.
PUB DATE- 88
NOTE- 38p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Culture; Jews; Judaism; *Languages; Reference Materials; *Religious Cultural Groups; Resource Materials; Social

Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Course Content; *Educational Objectives; Evaluation Methods; Global Approach; *History Instruction; Information Sources; Instructional Materials; Learning Activities; *Modern History; Secondary Education; Social Studies; State Curriculum Guides; *United States History; Units of Study
IDENTIFIERS- *Louisiana

Developed to enhance the quality of secondary school U.S. history instruction, this curriculum guide provides implementation suggestions and includes the Louisiana social studies: (1) program rationale; (2) curriculum goals; and (3) program scope and sequence. The guide is divided into sections that feature the following themes: (1) toward a new nation; (2) conflict and reunion; (3) the emergence of a modern United States; (4) conflict and international power; (5) global change and conflict; and (6) problems and prospects. Each section contains an overview of learning goals and a content outline and is divided into specific teaching units. Each unit presents objective, concept, and generalization statements, along with a suggested content outline and related student activities. A vocabulary word list and suggested computer activities are included for each section, and a developed sample unit on the U.S. government branches is provided. Evaluation techniques and two bibliographies with 368 citations are included, along with an appendix containing charts of social studies skills for grades K-12. (JHP)

ED 295 886 SO 019 121

Weston, David C.
Resources for Teaching about Inner Asia (A Somewhat Annotated Guide).
SPONS. AGENCY- Indiana Univ., Bloomington. Russian and East European Inst.; Social Studies Development Center, Bloomington, Ind.
PUB DATE- 2 Apr 88
NOTE- 17p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131) Reference Materials - Directories/Catalogs (132) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Annotated Bibliographies; Area Studies; *Asian History; *Asian Studies; Foreign Countries; Instructional Materials; *Non Western Civilization; Resource Materials; Secondary Education; Social Studies

time. It is pointed out that both perspectives are important in understanding classroom phenomena and in developing programs to improve teaching. A list of 138 references is appended. (JD)

ED 295 901 SP 030 198

Moughon, Anne; Gay, Karen
Teacher Paperwork Survey.
Georgia State Dept. of Education, Atlanta.
PUB DATE- Mar 88
NOTE- 9p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Attendance Records; Elementary Secondary Education; Faculty Workload; *Lesson Plans; *Noninstructional Responsibility; Policy Formation; *Recordkeeping; *Records (Forms); Student Records; *Teacher Attitudes; Teacher Role
IDENTIFIERS- *Georgia Quality Basic Education Act 1985

A survey of experienced teachers sought to determine the extent to which they felt they were required to do more paperwork than before the passage of Georgia's Quality Basic Education Act of 1985 (QBE), whether they felt burdened by it, and who they felt is responsible for requiring it. It also gathered information on teachers' specific paperwork complaints and their suggested remedies. The 487 teachers who responded to the survey were sorted according to their answers in order to identify those who: (1) had problems with paperwork; (2) felt that the paperwork required of them was different from two years ago; and (3) cited specific problems. Teachers' responses indicated frustration at having to neglect their teaching because of increased paperwork requirements, and an underlying sense that it was distrust that forced them to have to document so many transactions. Unnecessary or redundant paperwork was deplored. The state was believed to be the main source of increased paperwork requirements. Suggestions were made to reduce, simplify, or eliminate paperwork, and to assist teachers to cope with present requirements. (JD)

Holmes, Dennis H.; And Others
Study of DCPS Teacher Attrition (Dropout) Patterns.
District of Columbia Public Schools, Washington, DC. Div. of Quality Assurance and Management Planning.
PUB DATE- May 88
NOTE- 56p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Career Change; Elementary Secondary Education; *Faculty Mobility; *Public School Teachers; *Teacher Administrator Relationship; Teacher Burnout; Teacher Employment; *Teacher Morale; *Teacher Persistence; *Teaching Conditions
IDENTIFIERS- District of Columbia Public Schools

A report is given of a 1987 survey of teachers in the District of Columbia Public Schools (DCPS). Data were obtained from 580 full-time classroom teachers in three elementary schools, two junior high schools, and one senior high school. The focus of the survey was on teacher attrition rates and turnover. Results indicated a high percentage of dissatisfaction with teaching in DCPS. Major issues, cited consistently by teachers as influencing resignation decisions included: (1) limited salary schedule and other benefits; (2) high amount of required non-instructional duties; (3) insufficient material resources and physical facilities; (4) inadequate growth potential, lack of rewards, and little autonomy; (5) administration-related problems; (6) lack of status and respect; (7) discipline problems; (8) lack of parental and community support; and (9) prevalence of low morale and "burnout." A copy of the survey questionnaire is appended, as well as tables displaying data summaries from the present and former surveys of DCPS teachers. (JD)

ED 295 919 SP 030 284

Grissmer, David W.; And Others
A Study of the Supply and Demand for Public School Teachers in the District of Columbia. 1988-1994.
District of Columbia Public Schools, Washington, DC. Div. of Quality Assurance and Management Planning.
PUB DATE- May 88
NOTE- 53p.
LANGUAGE- English

ED 295 935 SP 030 327

Holmes, Dennis H.; And Others
Teacher Supplies to DCPS 1987-88.
District of Columbia Public Schools, Washington, DC. Div. of Quality Assurance and Management Planning.
PUB DATE- Apr 88
NOTE- 30p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Elementary Secondary Education; Enrollment Trends; Labor Market; *Public School Teachers; *Teacher Characteristics; Teacher Employment; *Teacher Recruitment; *Teacher Supply and Demand; Teaching Conditions
IDENTIFIERS- *District of Columbia

Sources of supply of teachers relevant to District of Columbia Public Schools (DCPS) are discussed in this monograph. Subgroups traditionally available for recruitment into teaching include: (1) newly trained teachers; (2) migrating teachers; (3) re-entry teachers; (4) non-education majors; and (5) second-career professionals. The subgroups which are most relevant to DCPS are identified. An overview is also presented of 1987 recruitment sites and geographic origins of applications for teaching positions in DCPS. Teacher issues and policies in surrounding states are discussed and briefly compared to the DCPS current recruiting efforts. Appendices include a survey of new hirees; application patterns for DCPS teaching positions by geographic region; teacher education program survey instrument; and survey results on reasons for applying for DCPS teaching positions. (JD)

ED 295 936 SP 030 335

Teacher Instructional Effectiveness. An Annotated Resource List. Linking R&D to Practice.
Regional Laboratory for Educational Improvement of the Northeast & Islands, Andover, MA.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.

To date, the majority of computerized adaptive testing (CAT) systems for achievement and aptitude testing have been based on the dichotomous item response models. However, current research with polychotomous model-based CATs is yielding promising results. This study extends previous work on nominal response model-based CAT (NR CAT) and compares its ability estimation as well as its overall performance to graded response model-based CAT (GR CAT). A data set of 275 examinees was used, derived from five administrations of the College Board's Achievement Test in Mathematics, Level I, at the University of Texas, Austin. Results show that both CATs had high convergence rates despite using a small item pool and had average test lengths slightly below 16 items. The NR CAT's ability estimates were highly correlated with and not significantly different from an external criterion and showed no systematic bias in estimating ability throughout the trait continuum. In contrast, the GR CAT had a tendency to underestimate high ability examinees, although its ability estimates were highly associated with the external criterion. Educational implications of the findings include the possibility of merging computer-aided instruction and diagnostic testing with CAT. Six tables and nine graphs are included. (Author/TJH)

ED 295 951 TM 011 667

Stumpf, Steven H.; Bottom, Wayne D.

A Survey of Physician Assistant Admissions Interview Practices: Establishing Key Evaluation Variables.

PUB DATE- Mar 88
NOTE- 17p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Admission Criteria; College Faculty; *Interviews; *National Surveys; *Physicians Assistants; Postsecondary Education

Interview practices of Physicians Assistant (PA) educational programs were compared in a national study of 43 such programs, using a four-page, 16-item mailed survey. Of these, 41 conducted interviews, but the number of interviews required and the interview formats used varied greatly. Thirty-seven programs who interviewed met with candidates one at a time. A slight majority (58%) of the programs interviewed applicants only once or twice. A surprisingly large number (41.5%) of the PA programs require three or more interviews. Some programs had highly structured interviews; other

The purposes of this study were to compare student, school, and group average distributions of two standardized tests, the Iowa Tests of Basic Skills (ITBS) and Stanford 7 Plus Achievement Test, and examine the American College Testing Programs college entrance examinations (Grades 11-12). In addition to the student-school norm comparisons, ratios of school-student norms were examined. ITBS and Standard 7 data on second, sixth, and eighth graders were analyzed. Results indicate that: (1) single-point indicators of achievement have little, if any, value to instructional planners; (2) since the percentile ranking of a student is reported to the student and his or her parents, group data should be reported via group norms rather than student norms; (3) single-point indicators are often misrepresented and misused, particularly by reporters; and (4) "correlates" of achievement are rather imperfect, but probably vary more from state to state than within a state. Tests developed at the local and state levels do not adhere to national standards concerning supporting technical data; these standards are met by most commercially available tests. Seven tables are presented, and a speech by E. F. Lindquist (1966) is appended. (TJH)

ED 295 966 TM 011 752

Mehrens, William A.; And Others
Fiscal Viability, Conjunctive and Compensatory Models, and Career-Ladder Decisions: An Empirical Investigation.
PUB DATE- Apr 88
NOTE- 52p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (New Orleans, LA, April 6-8, 1988).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Career Ladders; *Cost Effectiveness; Decision Making; Elementary School Teachers; Elementary Secondary Education; Models; Primary Education; Secondary School Teachers; *Teacher Evaluation; *Weighted Scores
IDENTIFIERS- *Tennessee Career Ladder Program

A study was undertaken to explore cost-effective ways of making career ladder teacher evaluation system decisions based on fewer measures, assessing the relationship of observational variables to other data and final decisions, and comparison of compensatory and conjunctive decision models. Data included multiple scores from scores were approximately 0.5 standard deviation lower than MPC mean standard scores for both groups. Three tables are provided. (TJH)

ED 295 982 TM 011 807

Kirisci, Levent; Hsu, Tse-Chi
A Predictive Analysis Approach to Adaptive Testing.
PUB DATE- Apr 88
NOTE- 12p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adaptive Testing; Bayesian Statistics; Comparative Analysis; Item Analysis; Maximum Likelihood Statistics; Predictive Measurement; *Predictive Validity; Statistical Analysis; *Test Items
IDENTIFIERS- *Predictive Analysis Approach

The predictive analysis approach to adaptive testing originated in the idea of statistical predictive analysis suggested by J. Aitchison and I.R. Dunsmore (1975). The adaptive testing model proposed is based on parameter-free predictive distribution. Aitchison and Dunsmore define statistical prediction analysis as the use of data obtained from an informative experiment in the past to make some reasonable statement about the outcome of the future experiment. Use of the approach's predictive density function and item selection procedure and terminating criteria is discussed. A small-scale exploration study compared the approach with A. Wald's sequential probability ratio test (1947), M. F. Lord's flexi-level test (1971), R. J. Owen's Bayesian strategy (1975), and F. C. Samejima's maximum likelihood strategy (1977). The various approaches could not be placed on equal base in terms of data used. Results indicate that: (1) final predictive probabilities were significantly correlated with total scores; (2) the predicted adaptive testing performed better than sequential probability testing and almost as well as the Bayesian strategy in the area of mastery classification; (3) the benefit of adaptive testing could not be demonstrated in the area of the number of test items required; and (4) there was no effect on the number of misclassifications of students when different priors were used in

Kerbeshian, Lynn A.
A Curriculum Evaluation Using the Stakeholder Approach as a Change Strategy.
PUB DATE- 86
NOTE- 11p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *College Planning; College Science; *Curriculum Evaluation; *Educational Change; *Evaluation Methods; Higher Education; Medical Schools; Program Evaluation; Science Curriculum
IDENTIFIERS- *Stakeholder Evaluation; University of North Dakota

A stakeholder approach was used in the evaluation of the basic science courses of the University of North Dakota School of Medicine. The stakeholder approach attempted to structure the working relationship between the evaluator and the program stakeholders so that they participated in choosing issues, data to be collected, and ways to organize and present the data. The clients in this evaluation had a sense of input and control; changes accepted as policy directives were based on their recommendations. Growth in a planned direction resulted from this evaluation process. The model used, one of evaluation as an active process occurring in a political situation, is adaptable to many situations. Factors contributing to a successful stakeholder evaluation include: (1) identifying the decision makers; (2) defining the evaluation's nature, character, and purpose; (3) establishing congruence between the goals and objectives of the evaluator and the audience; (4) legitimizing different stakes in the program; and (5) providing information to the appropriate person in an acceptable format. (SLD)

ED 295 998 TM 011 911

Trygestad, JoAnn; Bents, Richard
Cross-Cultural Perspectives on Peace.
PUB DATE- Apr 88
NOTE- 23p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)

Motivation and Maintenance Program, and Alternative Education and Work Centers, which design individual intervention programs and provide employment training. There is also a summary grid of California State Department of Education Dropout Prevention Model Programs showing them in relation to their areas of focus. The programs are then described in greater detail, and a contact name, address, and phone number are included. (PS)

ED 296 013 UD 026 024

Patermaster, Mara
A Survey of Puerto Rican Agency Participation and Attitudes towards the United Way System.
National Puerto Rican Coalition, Inc., Alexandria, VA.
REPORT NO.- NPRC-87-2
PUB DATE- Apr 87
NOTE- 35p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Administrator Role; Administrators; *Agency Cooperation; Attitude Measures; *Community Organizations; Community Resources; *Financial Support; *Fund Raising; Human Services; Private Agencies; Public Agencies; *Puerto Ricans; Surveys
IDENTIFIERS- *United Way of America

This exploratory survey, conducted in 1987, examines the relationships between Puerto Rican organizations and the United Way system, with a view towards finding ways in which United Way resources can best be applied to Puerto Rican community needs. The survey was mailed to 107 Puerto Rican private, non-profit human service agencies in 11 cities in 7 states; the opinions of the directors of 36 agencies in 7 states were received for a 33% return rate. Conclusions are the following: (1) a significant number of directors are unfamiliar with the funding process and unaware of how the United Way was responding to community needs; (2) one-third of the organizations are currently funded by the United Way; (3) agency management and accountability appear to be factors in receiving funding from the United Way; and (4) 34 of the agencies have not participated in fund campaigns other than the United Way. The recommendations are the following: (1) the United Way must build upon its present programs and actively engage local United Ways in outreach programs to the Puerto Rican community; (2) Puerto

Congress of the U.S., Washington, D.C. House Committee on Ways and Means.
PUB DATE- 88
NOTE- 441p.; Serial No. 100-38. Portions of the document contain small print.
AVAILABLE FROM- Superintendent of Documents, Congressional Sales Office, U.S. Government Printing Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF01/PC18 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Child Advocacy; Day Care; Employment Potential; *Employment Programs; *Federal Aid; Federal Programs; Hearings; *Job Training; Medical Services; *Poverty; *Social Services; *Welfare Recipients
IDENTIFIERS- Aid to Families with Dependent Children; Congress 100th

These hearings concern proposed legislation to replace Aid to Families with Dependent Children (AFDC) with a new family support program. The new program would emphasize work, child support, and need-based family support supplements. Families would be assisted in obtaining education, training, and employment in order to avoid long-term dependence on welfare. Numerous witnesses from government, social service, and political organizations testified. Their comments and concerns included the following: (1) the new program must be phased in slowly with small incremental changes; (2) the Federal Government should provide the primary financial support but the states should administer the program; (3) any job search activities must be preceded by basic education, remediation, and skills training; (4) there is an urgent need for transitional Medicaid for those who leave the welfare roles; (5) determination of paternity for all children could waste time and money; (6) visitation and support payments should not be linked; (7) automated systems should be used to track all child support cases; (8) the caps on reimbursement for child care are too low; (9) the work program must have linkages with the business community; and (10) the issue of the lack of affordable housing must be addressed. Graphs and tables accompany the testimony. (V[illegible]

ED 296 027 UD 026 223

Achieving Full Employment: Legislative and Policy Considerations. Hearing before the Subcommittee on Employment Opportunities of the Committee on Education and Labor. House of Representatives. One Hundredth Congress, First Session (September 30, 1987).

between the school system and community organizations or businesses; (11) Curricular and Remediation Emphasis; (12) Vocational Emphasis; (13) Support and Service Emphasis; (14) Teacher Training Programs; and (15) Multifaceted Programs whose aim is to lower the dropout rate. Selected programs representing each type are described. The appendices contain a suggested reading list and an index of dropout prevention and recovery programs. A list of about 75 references is provided. (VM)

ED 296 040 UD 026 237

Incentives in Education. Hearing on Examining Ways To Improve and Strengthen the Quality of Education for the City of Boston and Other Cities across the Nation, before the Committee on Labor and Human Resources. United States Senate, One Hundredth Congress, First Session (Boston, Massachusetts, October 5, 1987).
Congress of the U.S., Washington, D.C. Senate Committee on Labor and Human Resources.
REPORT NO.- Senate-Hrg-100-502
PUB DATE- 88
NOTE- 135p.
AVAILABLE FROM- Superintendent of Documents, Congressional Sales Office, U.S. Government Printing Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Educational Improvement; Elementary Secondary Education; *Federal Aid; Federal Programs; High Risk Students; *Incentives; Magnet Schools; School Business Relationship; School Districts; *School Effectiveness; Teacher Supply and Demand; *Urban Education
IDENTIFIERS- Boston Compact; *Boston Public Schools MA

This transcript of a Congressional hearing concerns improving and strengthening the quality of education in Boston and other cities. The testimony centers around the systemwide planning process that has established the Boston Plan for Excellence in the Public Schools and the incentive programs that have been implemented. A major issue is federal and state involvement in such plans and policies. Suggestions for this involvement are the following: (1) funding for nationwide replication of successful educational programs; (2) a student loan forgiveness program for college graduates who teach where teacher shortages are present; (3) the reauthorization of the Elementary and Secondary Education Act; (4)

ED 296 053 UD 026 256

Harvey, Jim
Prejudice and the Reduction of Prejudice in Australian Society.
PUB DATE- 9 Apr 88
NOTE- 24p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cultural Pluralism; Economic Factors; Educational Policy; Educational Strategies; *Ethnic Bias; *Foreign Countries; *Immigrants; *News Media; Political Issues; Population Trends; Public Policy; *Racial Bias; *Racial Discrimination; Sex Discrimination
IDENTIFIERS- Aboriginal People; *Australia

White Australian history has displayed rampant racism, sexism, and cultural chauvinism. Since 1947 Australia has undergone a demographic revolution in both size and ethnic composition. The four million migrants, 56 percent of whom are of non-British origin, and their 2 million children, account for nearly 60 percent of Australia's post-war population growth. Although the federal and state governments have been enacting equal opportunity and affirmative action legislation, and there have been improvements in community attitudes toward migrants, racism and cultural chauvinism persist in many forms and in many aspects of Australian society. Aboriginal Australians are the minority group most subject to prejudice and discrimination. The following aspects of the nature and construction of prejudice are discussed: (1) racialism; (2) cultural superiority; and (3) political and economic dimensions. Australian society must combat prejudice by generating a range of coherent policies to work through institutions such as the law, the polity, the economy, and education. Educational strategies aimed at the reduction of prejudice are discussed and presented on a table. Newspaper headlines supplement the text. A list of 17 references is included. (BJV)

ED 296 054 UD 026 257

Children's Solutions of Multiplication Word Problems.
PUB DATE- Apr 88
NOTE- 34p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Division; *Elementary School Mathematics; Foreign Countries; *Grade 6; Intermediate Grades; Mathematics Education; *Mathematics Instruction; *Mathematics Skills; *Multiplication
IDENTIFIERS- Mathematics Education Research

One important finding from recent research on multiplication word problems is that children's performances are strongly affected by the nature of the multiplier (whether it is an integer, decimal larger than 1 or a decimal smaller than 1). On the other hand, the size of the multiplicand has little or no effect on problem difficulty. The aim of the present study was to collect empirical data concerning this type-of-multiplier effect in combination with two additional task variables which have not yet been seriously addressed in previous research, namely: (1) the symmetrical/asymmetrical character of the problem structure; and (2) the mode of response (choice of operation versus free response mode). While the data of the present study provide additional evidence for the type-of-multiplier effect hypothesis, they show at the same time that the two other task variables also strongly influence children's difficulties with multiplication problems. (Author)

ED 295 784 SE 048 985

Annual Report of the Mathematical Sciences Education Board, June 1987.
National Academy of Sciences - National Research Council, Washington, DC. Mathematical Sciences Education Board.
PUB DATE- 87
NOTE- 28p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Mathematics; Economic Factors; Educational Finance; *Elementary School Mathematics; Elementary Secondary

Bitner-Corvin, Betty L.
Impact Study of Energy Education Workshops on the Participants and Their Peer Teachers.
PUB DATE- May 83
NOTE- 215p.; Ed.D. Thesis, University of Maine-Orono.
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *College Science; Educational Research; *Energy; Energy Conservation; *Energy Education; Fuels; Higher Education; *Inservice Teacher Education; Science Education; Science Teachers; Teacher Characteristics; *Teacher Education Programs; Teacher Improvement; *Teacher Workshops
IDENTIFIERS- *Department of Energy

Energy issues have been the focus of scientists, science educators, politicians, historians, sociologists, and economists since the increase in fuel costs, passing of federal regulations on oil prices, changes in automobile standards, and increase in conservation measures. Many feel that educators have the responsibility of designing energy education for children and adults so that they will become energy literate. This study investigated the impact of two summer energy education workshops on the participants and the impact of the local inservice workshops conducted by the participants on the peer teachers. The study examined the following questions: (1) what were the characteristics of the workshop Department of Energy (DOE) participants (N=50) and peer teachers (N=29); (2) what effect did the workshops have on the participants; (3) what effect did the local inservice have on peer teachers; and (4) what were the similiarities and differences between the participants and their peer teachers? It was found that the participants included significantly more energy education topics in their school curriculum and used significantly more business or industry produced energy education materials and self-produced units than the peer teachers. The appendices include schedules of the energy workshops, demographic information about the participants, cover letters and survey instruments, and approaches utilized for incorporating energy education into the school curriculum. (RT)

ED 295 799 SE 049 159

Problem Solving in Mathematics: Focus for the Future. 1987. Senior

SPONS. AGENCY- Department of Energy, Washington, D.C.; National Bureau of Standards (DOC), Washington, D.C.; National Science Foundation, Washington, D.C.
REPORT NO.- ISBN-0-309-03793-X
PUB DATE- 88
NOTE- 232p.; Drawings and colored pages may not reproduce well.
GRANT- 50SBNB5C23; CBT-8419184; DE-FG01-85FE60847
AVAILABLE FROM- National Academy Press, 2101 Constitution Avenue, NW, Washington, DC 20418 ($19.95).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Reports - Research/Technical (143)
DESCRIPTORS- *Chemical Engineering; *Chemical Industry; College Science; Higher Education; *Manufacturing Industry; Petroleum Industry; Power Technology; Research Needs; *Research Opportunities; Science Education; *Scientific Research; *Technological Advancement

Chemical engineers play a key role in industries such as petroleum, food, artificial fibers, petrochemicals, plastics and many others. They are needed to tailor manufacturing technology to the requirements of products and to integrate product and process design. This report discusses how chemical engineers are continuing to address technological problems that are important to manufacturing interests in the United States. The research frontiers discussed in this report are grouped into four themes including: (1) starting new technologies; (2) maintaining leadership in established technologies; (3) protecting and improving the environment; and (4) developing systematic knowledge and generic tools. High priority areas considered include biotechnology and biomedicine; electronic, photonic, and recording materials and devices; polymers, ceramics, and composites; processing of energy and natural resources; environmental protection, process safety, and hazardous waste management; computer-assisted process and control engineering; and surfaces, interfaces, and microstructures. Appendices include detailed recommendations for funding, contributors, and the chemical processing industries. (CW)

ED 295 814　　　　　　SE 049 195

von Glasersfeld, Ernst
An Outsider's First Approach to Bogdanov's Theory of Knowledge.

REPORT NO.- ISBN-0-309-03593-7
PUB DATE- 85
NOTE- 102p.; For other documents in this series, see SE 049 210-212. Some pages with small print may not reproduce well.
AVAILABLE FROM- National Academy Press, 2101 Constitution Ave., NW, Washington, DC 20418 ($12.50).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Science; *Continuing Education; Corporate Education; *Engineering Education; Engineers; Higher Education; Lifelong Learning; *Professional Associations; *Proprietary Schools; School Business Relationship; Science Education
IDENTIFIERS- *Engineering Education Research

This report of the Panel of Continuing Education was prepared as part of the study on engineering education and practice in the United States that was conducted under the guidance of the National Research Council's Committee on the Education and Utilization of the Engineer. The report deals with: (1) "Participation in Continuing Education--The Engineer's Perspective"; (2) "The Role of Industry"; (3) "The Role of the University"; (4) "The Role of Professional Societies"; (5) "The Role of Proprietary Schools"; and (6) "The Role of Government." A reference list and bibliography are included, along with appendices which address a pilot study for a study of policymakers' attitudes toward continuing education, a list of 1984 continuing education programs of technical societies, and a professional society survey. (TW)

ED 295 829 SE 049 210

Engineering Technology Education. Engineering Education and Practice in the United States.
National Academy of Sciences - National Research Council, Washington, DC. Commission on Engineering and Technical Systems.
SPONS. AGENCY- *Department of the Air Force, Washington, D.C.;* National Science Foundation, Washington, D.C.
REPORT NO.- ISBN-0-309-03632-1
PUB DATE- 85
NOTE- 60p.; For other documents in this series, see SE 049 209-212. Some pages with small print may not reproduce well.
AVAILABLE FROM- National Academy Press, 2101 Constitution Ave., NW, Washington, DC 20418 ($9.50).
LANGUAGE- English

believing" experience of the actual trials. The unit can be presented during consecutive mathematics or computer science classes, or individual problems can be presented alone as a diversion in a traditional curriculum. Most of the problems are appropriate for classes from seventh grade through the college level. Appendixes include: an explanation of basic probability terms; a brief history of probability; a microcomputer unit on generating random numbers; a description of the "Monte Carlo Method"; an annotated bibliography; and a list of other references. (PK)

ED 295 844 SE 049 232

Weiss, Iris
Indicators of Science and Mathematics Education: Providing Tools for State Policymakers.
Council of Chief State School Officers, Washington, D.C.
SPONS. AGENCY- National Science Foundation, Washington, D.C. Directorate for Science and Engineering Education.
PUB DATE- Apr 88
NOTE- 18p.
AVAILABLE FROM- Science/Mathematics Indicators Project, Council of Chief State School Officers, 400 North Capitol Street, Washington, DC 20001.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- College Mathematics; College Science; *Educational Change; *Educational Quality; *Elementary School Mathematics; *Elementary School Science; Elementary Secondary Education; Higher Education; Inservice Teacher Education; Models; Preservice Teacher Education; Research; *Secondary School Mathematics; *Secondary School Science

In recent years, the need to improve education has received considerable attention. The development of educational indicators is necessary to help policymakers determine whether educational conditions have improved and what additional actions are indicated. The Council of Chief State School Officers State Education Assessment Center initiated a project in 1986 to develop state indicators of the condition of science and mathematics education. This paper describes how this project was developed including a conceptual model of the educational system and state-by-state

Research/Technical (143)
DESCRIPTORS- Academic Libraries; Annotated Bibliographies; *European History; Higher Education; *Information Needs; Librarians; Library Acquisition; Library Collection Development; *Library Material Selection; *Periodicals; *Publications; Research Reports; Serials; Surveys
IDENTIFIERS- Duke University NC; *English History; *Historians; University of North Carolina Chapel Hill

This master's paper examines the use, by historians and librarians, of lists of recent publications, bibliographies, and reviews appearing in selected British and European history journals. Part 1 contains: (1) an introduction; (2) background information; (3) a literature review; (4) the problem statement; (5) a definition of terms; and (6) the research methodology. Part 2 describes the results of a survey conducted among historians and librarians at Duke University (North Carolina) and the University of North Carolina (Chapel Hill). This survey identified those journals considered most important by historians for current awareness of new publications and the relative importance that librarians attached to these lists for document selection. Part 3 contains an annotated bibliography of selected British and European history journals that regularly contain publications lists. Each entry contains: (1) the library call number; (2) the survey score; (3) publishing information; (4) the journal's subject scope; and (5) a brief annotation. Appendices include the survey instruments and accompanying letter. (JHP)

ED 295 859 SO 018 896

Iceland. OECD Reviews of National Policies for Education.
Organisation for Economic Cooperation and Development, Paris (France).
REPORT NO.- ISBN-92-64-13028-4
PUB DATE- 87
NOTE- 98p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Educational Assessment; Educational Needs; Educational Objectives; *Educational Planning; Foreign Countries; Higher Education; *National Programs; Secondary Education
IDENTIFIERS- *Iceland

Three general concerns of the Organisation for Economic

Studies
IDENTIFIERS- *Jewish Languages; Jewish Studies; Provencal; *Shuadit

This bibliography contains 297 references to a variety of print-format materials about the Shuadit (Judeo-Provencal) culture and language. Included references are written in English, Dutch, French, German, Hungarian, Latin, Portuguese, Rumanian, Spanish, and Shuadit. Hebrew and Yiddish entries have been translated into English. Section 1 contains reference materials, while section 2 presents general works about the Shuadit language. Section 3 contains nine parts with entries in the specific fields of: (1) language; (2) literature; (3) poetry; (4) drama; (5) music; (6) religion; (7) biography; (8) economics, history, and sociology; and (9) science and medicine. An introduction describes a brief history of the development of this language and culture and the prominent writers in the field. An author index is included. (JHP)

ED 295 873 SO 019 073

Frank, Charlotte; And Others
Introductory Art in the High School. To Be Used in Meeting the Diploma Requirements in Art and for Introductory Elective Art Classes.
New York City Board of Education, Brooklyn, N.Y. Div. of Curriculum and Instruction.
REPORT NO.- ISBN-88315-588-5
PUB DATE- 85
NOTE- 141p.; Photographs may not reproduce clearly.
AVAILABLE FROM- New York City Board of Education, Office of Curriculum Development and Support, Curriculum Production Unit, 131 Livingston Street, Room 613, Brooklyn, NY 11201 ($12.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Art; Art Activities; *Art Education; Creative Activities; Creative Art; Curriculum Guides; *Elective Courses; *Graduation Requirements; High Schools; Instructional Materials; Resource Materials; Teaching Guides; *Visual Arts
IDENTIFIERS- *New York (New York)

This curriculum guide was compiled to help secondary school art teachers prepare lessons that fulfill both the New York state recommendations and the New York City requirements for high school graduation and to provide ideas for use in elective art classes.

IDENTIFIERS- *Asia (Central)

This partially annotated bibliography contains selected resource materials about Central Asia/Inner Asia for use with the secondary school social studies curriculum. Part 1 provides a list of eight organizations that specialize in the study of Central Asia, while Part 2 contains a collection of seven reference works. Part 3 offers six English language periodicals and newsletters that are published in a number of different countries, and a list of 21 periodical and magazine articles appear in part 4. Part 5 annotates 17 books for students that are either about Central Asia or recount the journeys of people who have traveled there. Eleven teaching aids, prepared by the Research Institute for Inner Asian Studies, Bloomington (Indiana), are included in part 6. (JHP)

ED 295 887 SO 019 126

Law-Related Education and Discipline Resource Guide. Bulletin No. 1676.

Louisiana State Dept. of Education, Baton Rouge. Div. of Academic Programs.

PUB DATE- 83

NOTE- 191p.; For the Civics Curriculum Guide which this guide is designed to accompany, see ED 211 445.

LANGUAGE- English

EDRS Price - MF01/PC08 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)

DESCRIPTORS- *Citizenship Education; Citizenship Responsibility; Course Content; *Discipline; Instructional Materials; *Law Related Education; Resource Materials; Secondary Education; Secondary Schools; Self Control; Social Studies; State Curriculum Guides; Student Responsibility; Student Rights

IDENTIFIERS- *Louisiana; *Rules and Regulations

This resource guide was designed to assist teachers in instructing secondary school students about the rights and responsibilities of the individual as they relate to the judicial and educational systems. It combines the concepts of law-related education with concepts of school regulations and self-discipline. The guide, which was designed to be used with Law Education Unit XII in the Civics Curriculum Guide, Bulletin No. 1600, contains: (1) the Louisiana social studies curriculum goals; (2) a discussion of the relationship of education to discipline programs; (3) an overview of law-related education and discipline; (4) a suggested course

ED 295 902 SP 030 201

Physical Education Grades 7-12. Junior-Senior High School Curriculum Guide.
Alberta Dept. of Education, Edmonton. Curriculum Branch.
PUB DATE- 88
NOTE- 200p.; Portions printed on colored paper.
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Athletics; *Curriculum Development; Foreign Countries; Games; Lifetime Sports; Physical Activities; *Physical Education; Physical Education Facilities; Physical Fitness; Program Administration; Program Evaluation; *Secondary Education

The introduction to this curriculum guide for junior-senior high school level physical education programs describes the rationale and philosophy of the programs, their goals, and expected learner outcomes. Planning, teaching, and evaluating the programs is discussed as well as administrative details such as maintaining facilities and equipment, budgeting, and legal liability and safety considerations. The programs are comprised of seven dimensions: aquatics, dance, fitness, games, gymnastics, individual activities and outdoor pursuits. It is suggested that a well-balanced physical education program will provide opportunities for students to participate in activities from all seven dimensions. The scope of each activity is described and the sequence for developing basic and more advanced skills in each is outlined. (JD)

ED 295 903 SP 030 220

National Dance Association. Lectures by NDA Scholars 1977-1987.
American Alliance for Health, Physical Education, Recreation and Dance, Reston, VA. National Dance Association.
PUB DATE- 87
NOTE- 88p.
AVAILABLE FROM- National Dance Association, 1900 Association Drive, Reston, VA 22091 ($10.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- *Aesthetic Education; *Dance; *Dance Education; *Fine

EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Elementary Secondary Education; *Enrollment Projections; *Faculty Mobility; Policy Formation; Public School Teachers; Teacher Characteristics; *Teacher Employment; Teacher Retirement; *Teacher Student Ratio; *Teacher Supply and Demand
IDENTIFIERS- *District of Columbia Public Schools

This is a summary of the main findings and conclusions resulting from a study conducted to estimate the number of new teachers the District of Columbia Public Schools (DCPS) will require to staff its classrooms over the next seven years. The methodology of this study, including the construction of model-to-project requirements, involved analysis of enrollment trends in DCPS over the past 10 years, teacher attrition patterns over the past five years, population and migration trends for the District of Columbia, and pupil-teacher ratio policies set by the Board of Education. The sources of data for the analysis were the computerized files on DCPS teachers maintained by the school system and available census track data for the District of Columbia. Twelve tables and 14 figures are included. (JD)

ED 295 920 SP 030 286

Starting Early. A Guide to Federal Resources in Maternal and Child Health. Second Edition.
National Center for Education in Maternal and Child Health, Washington, DC.
SPONS. AGENCY- Health Resources and Services Administration (DHHS/PHS), Rockville, MD. Office for Maternal and Child Health Services.
PUB DATE- Jan 88
NOTE- 171p.
GRANT- MCJ-111006-01-0
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Adolescent Development; Child Abuse; *Child Development; Drug Abuse; *Family Health; Nutrition; Perinatal Influences; *Pregnancy; *Primary Health Care; Public Health
IDENTIFIERS- *Child Health

This comprehensive guide to Federal resources in maternal and child health is designed to aid health professionals, educators, and the general public in locating information available from government

PUB DATE- 88
NOTE- 9p.
CONTRACT- 400-86-0005
AVAILABLE FROM- The Regional Laboratory for Educational Improvement of the Northeast and Islands, 290 South Main Street, Andover, MA 01810 ($2.50).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Educational Resources; Elementary Secondary Education; *Instructional Effectiveness; Research Utilization; *Teacher Attitudes; *Teacher Behavior; Teacher Characteristics; *Teacher Effectiveness; *Teaching Styles

Following a precis of research findings on the topic of teacher effectiveness, this resource bibliography presents sources that address three major questions about teacher instructional effectiveness: (1) What do effective teachers know? (2) What do effective teachers do? and (3) What attitudes do effective teachers have? Each citation is annotated. (JD)

ED 295 937 SP 030 348

Liston, Daniel P.; Zeichner, Kenneth M.
Critical Pedagogy and Teacher Education.
PUB DATE- Apr 88
NOTE- 44p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Controversial Issues (Course Content); Critical Thinking; Curriculum Development; *Educational Change; Educational Research; Elementary Secondary Education; Higher Education; *Moral Issues; *Politics of Education; Social Problems; Teacher Education; *Teacher Educators; *Teacher Responsibility

The authors offer their view of a normative basis for an approach to teacher education that contributes to the establishment of more critical and emancipatory practices in the public schools of United States. These ideas are then linked to the broader tradition of radicalism in teacher education. A variety of conceptual lenses and instructional strategies utilized by radically oriented teacher were much more loosely structured. Many preferred a somewhat structured interview with allowance made for spontaneous questions. Interviewers typically are PA program faculty members. No conclusions about the efficiency of admissions interviewing can be drawn without more information. (SLD)

ED 295 952 TM 011 695

Jones, J. Patrick; And Others
A Preliminary Investigation of the Direct Standard Setting Method.
PUB DATE- Apr 88
NOTE- 28p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Certification; *Credentials; Cutting Scores; Health Personnel; *Licensing Examinations (Professions); Minimum Competency Testing; Psychometrics; *Standards; Testing
IDENTIFIERS- *Angoff Methods; *Direct Standard Setting Method

Three studies assessed the psychometric characteristics of the Direct Standard Setting Method (DSSM). The Angoff technique was also used in each study. The DSSM requires judges to consider an examination 10 items at a time and determine the minimum items in that set a candidate should answer correctly to receive the credential. Nine judges set a passing score for a 100-item portion of a previously administered Examination for the Professional Practice of Psychology (study 1); six judges set passing scores for the 1987 certification examination for operating room nurses in perioperative practice (study 2); and nine judges set passing scores for the 150-item American Board of Health Physics Written Examination (study 3). Data supported the utility of the DSSM as an absolute passing score procedure. The time required for the DSSM was less than that for the Angoff method. In general, DSSM scores were more variable and less reliable than were Angoff cutting scores. The DSSM's reliability may be improved by the use of larger sets; this and other questions merit further investigation. Ten tables are included. (SLD)

eight data sources in the 1985-86 Tennessee Career Ladder Teacher Evaluation System. The data sources include: (1) classroom observation; (2) teacher/evaluator dialogues in planning, teaching strategies, and evaluation; (3) a peer questionnaire; (4) a principal questionnaire; (5) student questionnaires (primary, elementary, and secondary levels); (6) the Tennessee Career Ladder Professional Skills Test; (7) Professional Development and Leadership Activities Summary; and (8) evaluator consensus judgments. Findings indicate that less data can be gathered without having any major impact on the decisions reached if one uses optimal weighting. Several fairly accurate models using various reduced sets of data were proposed. Although classroom observation data were not highly related to the other variables, there was evidence indicating that the decisions reached without such expensive-to-gather data would be highly similar to the decisions actually reached. It was not possible to compare a purely compensatory model with a purely conjunctive model using these data. However, the comparison of the actual decisions reached in Tennessee with those made using a conjunctive data combination model gave no support for preferring a compensatory model. (TJH)

ED 295 967 TM 011 753

McLarty, Joyce R.; And Others
Effects of Item Wording on Sex Bias.
PUB DATE- Apr 88
NOTE- 58p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (New Orleans, LA, April 6-8, 1988). Some pages contain small, light type.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Difficulty Level; English Instruction; *Item Analysis; Mathematics Tests; *Sex Bias; Sex Differences; *Test Construction; Test Items
IDENTIFIERS- *Item Wording

The effects of superficial gender-related item wording changes on the performance of male and female examinees were studied through mathematics; discrete English items; and an English passage created in neuter, male, and female gender versions. Units of items were administered to randomly equivalent samples of about 250 examinees taking American College Testing examinations. A log-linear analysis predictive testing. Three tables are included. (TJH)

ED 295 983 TM 011 813

Siera, Steve; Pettibone, Timothy J.
Four Methods of Following-Up Mailed Questionnaires.
PUB DATE- Apr 88
NOTE- 16p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Administration; *Followup Studies; Higher Education; Letters (Correspondence); Professional Development; Questionnaires; Response Style (Tests); *School Surveys; *Student Personnel Workers; Telephone Communications Systems; *Testing; Testing Problems
IDENTIFIERS- Followup Materials; *Mail Surveys; Postcards

A study assessed the relative effectiveness of four types of follow-up techniques in increasing responses to mailed questionnaires requiring responses from multiple individuals. The respondents were college administrators. Copies of questionnaires designed to measure professional development were mailed to a random sample of 693 chief student affairs officers who were members of the National Association of School Personnel Administrators. The subjects were asked to complete and return the measure and forward a copy to their supervisor and to the student government president for completion and return. A total of 91 subjects responded to the initial mailing, and 113 subjects indicated an inability or unwillingness to participate in the study, leaving 344 subjects available for the study on follow-up approaches. Follow-up methods chosen included: (1) a postcard requesting a response; (2) an individually addressed letter typed on letterhead; (3) a photocopied "Dear Colleague" letter; and (4) telephone calls. In addition to requesting a response, each method included an offer to forward another set of survey materials. Results indicate that the degree of personalization and reduction of costs for the subjects' responses were the most salient factors in each method's success. (TJH)

Reports - Research/Technical (143)
DESCRIPTORS- Adolescents; *Cross Cultural Studies; Cultural Differences; Foreign Countries; High Schools; *High School Students; Individual Differences; *Peace; *Social Values; Student Attitudes
IDENTIFIERS- Chinese People; Polish People; West Germany

This cross-cultural study examined how students assessed as having different personality types (as designated by the Myers-Briggs Type Indicator) define peace, what attitudes these students hold toward peace, and the influence these students feel that have on the future. The sample was 378 students (ages 14-18 years) from West Germany, Poland, the United States, and China. The Peace Issues: Attitudes and Values Questionnaire was used. Respondents defined peace in personal terms, were not sure how to work toward peace, and felt they have an influence on their future. Differences were identified in methods to achieve peace, optimism toward acquiring peace, and attitudes toward the future among the four cultural groups and personality types. (Author/SLD)

ED 295 999 TM 011 912

Anderson, Paul S.
Comparison of Student Attitudes about Seven Formats of Educational Testing, with Emphasis on the MDT Multi-Digit Testing Technique.
PUB DATE- 87
NOTE- 38p.; Paper presented at the Annual Meeting of the Mid-Western Educational Research Association (Chicago, Illinois, October 15-17, 1987). For a related document, see TM 011 913.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *College Students; Comparative Analysis; *Computer Assisted Testing; Essay Tests; Higher Education; Multiple Choice Tests; Objective Tests; *Scoring; *Student Attitudes; Test Anxiety; Test Construction; *Test Format; Test Items
IDENTIFIERS- *MDT Multiple Digit Testing; Short Answer Tests

Seven formats of educational testing were compared for student test preferences *and how well each evaluated learning. The formats were:* (1) true/false; (2) multiple choice; (3) matching; (4) MDT Multiple Digit Testing, in which a machine scores fill-in-the-blanks; (5) fill-in-the-blanks; (6) short answers; and (7) essay. A total of 1,440 survey questionnaires (the Survey of Student Opinions about

Rican human service agency directors must become better informed about United Way application and funding processes, and develop methods of obtaining United Way funding; and (3) the National Puerto Rican Coalition must play a role as national advocate in support of its members' efforts to increase private sector support. The report includes seven tables of survey findings and a copy of the survey questionnaire. (FMW)

ED 296 014 UD 026 032

Oseguera, A. Anthony
Nicaragua: Political-Economy as Communication and Media Influence.
PUB DATE- 2 Oct 87
NOTE- 47p.; Paper presented at the Society for Educators and Scholars Annual Conference (12th, Charleston, IL, October 2-3, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Activism; Censorship; Communication Research; Communism; *Developing Nations; *Economic Climate; Economics; *Freedom of Speech; Intellectual Freedom; International Relations; *Mass Media Effects; News Media; *Political Influences; Political Issues; Social Action
IDENTIFIERS- *Nicaragua; Reagan Administration

The Nicaraguan people, through a successful revolution and subsequent elections, have chosen a communist government. This paper, using an historical-descriptive methodology, examines the status of Nicaragua under the current political-economy that prevails in that nation. Political-economic statements made and published in the press that support or criticize Nicaragua's administration are studied. The media's influences as advocate and adversary are discussed. It was found that the media has influence when it is permitted to speak openly and freely. The Nicaraguan government is moving towards conciliation with the Reagan Administration's demand for human rights in Nicaragua. This is demonstrated by the facts that "La Prensa" and "Radio Catolica," both of which have criticized the government, are back in operation, and that free elections are once again being discussed. A list of references is included. (BJV)

Congress of the U.S., Washington, D.C. House Committee on Education and Labor.
PUB DATE- 88
NOTE- 89p.; Serial No. 100-48. Portions contain small print.
AVAILABLE FROM- Superintendent of Documents, Congressional Sales Office, U.S. Government Printing Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Economic Change; Economic Factors; Economic Status; *Employment; Employment Opportunities; Equal Opportunities (Jobs); *Federal Legislation; Financial Policy; Hearings; Labor Market; *Labor Needs; Labor Problems; *Unemployment; *Work Attitudes
IDENTIFIERS- Congress 100th

Written and oral testimony presented in this document concerns legislative and policy considerations for achieving full employment. Although the Reagan Administration cites a low unemployment figure for the nation, there remain almost eight million persons out of work and more than a million "discouraged workers" who have given up trying to find work. Five million others work part-time only because they cannot find full-time jobs. For blacks, women, and the elderly the employment situation is worse. The country needs a comprehensive policy to put people back to work. Testimony and written statements were presented to the hearing, some in favor of new policies and some in support of the present measures that are in place to reduce unemployment. The bill under consideration is the Economic Bill of Rights Act. It calls for appropriate Executive action to secure the right of employment and to give special attention to neglected mandates of other employment bills. Much of the testimony offered partisan opinions on the state of the economy, on the way that labor issues have been handled in previous Democratic and Republican Administrations, and on legislation and policy already in force. Proponents of new policy want a more aggressive commitment to implementing full employment. (VM)

ED 296 028 UD 026 224

Infants at Risk: Is the Federal Government Assuring Prenatal Care for Poor Women? Hearing before a Subcommittee of the Committee on Government Operations. House of Repprésentatives, One Hundredth Congress, First Session.
Congress of the U. S., Washington, D. C. House Committee on

more research upon which programs and policies can be based; and (5) rewards for outstanding teachers and schools. Other witnesses endorsed a radical restructuring of the schools and changes in the role of the teacher that would make teaching a true profession. Parental involvement and choice are notions that are being discussed in many locales. This could make schools compete for students, thus forcing them to improve what they have to offer. (VM)

ED 296 041 UD 026 238

Mensch, Barbara S.; Kandel, Denise B.
Dropping Out of High School and Drug Involvement.
Columbia Univ., New York, N.Y.
PUB DATE- Apr 88
NOTE- 21p.
GRANT- NIDA00081; NIDA03525; NIMHCRC-MH-3096
AVAILABLE FROM- Sociology of Education--American Sociological Association, 1722 N Street, N.W., Washington, DC 20036.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080) Reports - Research/Technical (143)
DESCRIPTORS- *Dropout Characteristics; *Dropout Prevention; Dropouts; *Drug Use; High Schools; *High School Students; *Influences; Intellectual Development; Life Style; Longitudinal Studies; Pregnant Students; *Smoking

The relationship between dropping out of high school and substance use was explored using the 1984 National Longitudinal Survey of Young Adults. Relevant research literature is reviewed. Cross-sectional data indicated that high school dropouts were more involved with cigarettes and illicit drugs than were graduates and that those who obtained a graduate equivalency diploma were the most intensively involved. Event history analysis indicated that prior use of cigarettes, marijuana, and other illicit drugs increases the propensity to drop out and that the earlier the initiation into drugs, the greater the probability of premature school leaving. Thus, preventing or at least delaying the initiation of drug use will reduce the incidence of dropping out of high school. These findings have broad implications for the development of intervention strategies for at risk students. Statistical data are presented on seven tables. A list of 58 references is included. (VM)

O'Sullivan, Rita G.
Evaluation of a Decision-Making Program to Improve School Success with At-Risk Middle School Students.
PUB DATE- 9 Apr 88
NOTE- 22p.; Paper presented at the annual meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988). Study conducted with support of the Research Council of the University of North Carolina at Greensboro.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Decision Making; Educational Research; Elementary Education; *Grade 7; *High Risk Students; Junior High Schools; Peer Influence; *Program Effectiveness; *Program Evaluation; *Special Programs; Student Attitudes; *Student Evaluation

This study field-tested a decision-making program for groups of 20 at-risk seventh grade students who met for 45 minutes once a week for nine weeks to learn health and physical education, math, English, social studies, science, and decision-making. One hundred and five students, some of whom served as control group by not participating in the program, were studied. Although it was not found that participation in the program improved at-risk students' attendance, grades, behavior ratings, or disciplinary actions, the study did show that it was possible to easily identify at-risk students from existing school records. At-risk students in both the treatment group and the control group remained at risk. Observational and anecdotal data of students' participation in the program showed that students did receive benefits sufficient to make them willing to continue their involvement in the program, although their level of improvement was minimal. Two tables illustrate the data. A list of 17 references is included. (BJV)

ED 296 055 UD 026 258

Geary, Patricia A.
"Defying the Odds?": Academic Success Among At-Risk Minority Teenagers in an Urban High School.
SPONS. AGENCY- National Center on Effective Secondary Schools, Madison, WI.
PUB DATE- 9 Apr 88
NOTE- 42p.; Paper presented at the Annual Meeting of the American

Education; *Governing Boards; Higher Education; International Education; *Mathematics Curriculum; Mathematics Education; Mathematics Instruction; *Mathematics Teachers; *Secondary School Mathematics; Testing

The Mathematical Sciences Education Board (MSEB) is one of the nine major units of the National Research Council (NRC). It was established to provide a continuing national overview and assessment capability for mathematics education. The NRC's special concern with the quality of mathematics education is based on two considerations: mathematics is the foundation discipline for science and engineering, and therefore plays a key role in the health of the U.S. scientific and technical enterprise; and increasingly, mathematics education will be a significant factor in determining the strength of the nation's workforce and the opportunities open to individuals. This report summarizes the activities and accomplishments of the MSEB, and provides a blueprint for current and future MSEB projects. These projects deal with: (1) national needs and potentials; (2) curriculum and instruction; (3) testing and evaluation; (4) the teaching profession; (5) criteria for excellence; (6) collegiate mathematics; and (7) outreach and communication. (TW)

ED 295 785 SE 048 990

Get into the Equation: Math and Science, Parents and Children.

College Board, New York, NY.

PUB DATE- 87

NOTE- 24p.; Photographs may not reproduce well.

AVAILABLE FROM- The College Board, Box 886, New York, NY 10023 (available only in packages of 50 for $17.50).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)

DESCRIPTORS- *Calculators; *Computer Assisted Instruction; Computer Uses in Education; Elementary School Mathematics; Elementary School Science; Elementary Secondary Education; Mathematics Education; *Mathematics Instruction; Minority Group Children; *Parent Participation; *Parent School Relationship; Science Education; *Science Instruction; Secondary School Mathematics; Secondary School Science

Building a partnership between school and home can be an effective

High School Monograph.
Alberta Dept. of Education, Edmonton. Curriculum Branch.
REPORT NO.- ISBN-0-920794-71-8
PUB DATE- 87
NOTE- 88p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Reference Materials - Bibliographies (131)
DESCRIPTORS- High Schools; Mathematics Education; *Mathematics Instruction; *Mathematics Skills; *Problem Sets; *Problem Solving; *Secondary School Mathematics
IDENTIFIERS- *Alberta

This monograph was developed with the intention of addressing the concerns of high school mathematics teachers in Alberta (Canada) who want to base their programs on problem solving but have questions about effective and efficient ways to do so. Considered are the most basic philosophical questions, and a framework is provided to use in solving problems. Contained is a section which includes ideas for teachers to use in their own classrooms as they encourage their students to become better problem solvers. In addition, sample problems are presented, along with their prerequisites, complete solutions, and some suggestions for extensions. A problem bank organized by strands is presented from which teachers can obtain some additional problems for use in their classroom. A two-part bibliography of six pages contains suggestions on where to obtain information on the pedagogy of problem solving, as well as where to obtain more problems. (TW)

ED 295 800 SE 049 168

Tips for Energy Savers.
Department of Energy, Washington, D.C.
REPORT NO.- DOE/CE-0143; formerly DOE/CE-0049
PUB DATE- 86
NOTE- 32p.; Drawings may not reproduce well.
AVAILABLE FROM- U.S. Department of Energy, Editorial Services, Office of Public Affairs, Washington, DC 20585.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

PUB DATE- 88
NOTE- 9p.; Paper presented at the Annual Meeting of the US-USSR Seminar on Systems Theory and Cybernetics (2nd, Tallin, Estonia, USSR, May 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cognitive Processes; *Cognitive Structures; *College Science; *Educational Philosophy; *Epistemology; Ethics; Higher Education; *Learning Processes; Learning Theories; Philosophy; Science Education
IDENTIFIERS- *Bogdanov Theory of Knowledge

This paper analyzes Bogdanov's theory of knowledge as found in philosophical dialogues and essays. The style of Bogdanov's writing and his ideas on philosophy, science, scientific constructs, truth, human knowledge, objectivity and ethics are discussed. These ideas are compared to the constructivist view of knowledge. (CW)

ED 295 815 SE 049 196

Pupils' Frames of Reference and the Content of Teaching. Project No. 3134.
National Swedish Board of Education, Stockholm.
PUB DATE- Apr 88
NOTE- 9p.
AVAILABLE FROM- Swedish National Board of Education, Department for Coordination and Planning, S-106-42 Stockholm, Sweden (free while supply lasts).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Collected Works - Serials (022)
DESCRIPTORS- *Case Studies; *Cognitive Structures; Educational Strategies; *Foreign Countries; Learning Processes; *Misconceptions; *Newsletters; Research; Science Education; Secondary Education; *Secondary School Science; Social Sciences; Teaching Methods
IDENTIFIERS- *Sweden

This newsletter describes an ongoing empirical field study involving a description and analysis of practical teaching situations aimed at describing the content and structure of pupils'

LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Certification; *College Science; *Cooperative Education; *Engineering Education; *Engineering Technology; Engineers; Higher Education; *National Surveys; Science and Society; Science Education; Technological Advancement
IDENTIFIERS- *Engineering Education Research

The Panel on Technology Education was one of four panels established by the Committee on the Education and Utilization of the Engineer of the National Research Council. This panel's task was to investigate the technology aspects of the preparation of engineers in the United States. This report deals with: (1) "The History of Technical Institutes"; (2) "Engineering Technology and Industrial Technology"; (3) "Engineering Technology and Engineering"; (4) "Engineering Technology Education"; (5) "Cooperative Education and Engineering Technology"; (6) "Accreditation, Certification, and Licensing"; (7) "Manpower Considerations"; (8) "The Impact of High Technology"; and (9) "Allocating Resources for Engineering Technology." An executive summary provides a set of recommendations developed as a part of the panel's work. (TW)

ED 295 830 SE 049 211

Engineering Undergraduate Education. Engineering Education and Practice in the United States.
National Academy of Sciences - National Research Council, Washington, DC. Commission on Engineering and Technical Systems.
SPONS. AGENCY- Department of the Air Force, Washington, D.C.; National Science Foundation, Washington, D.C.
REPORT NO.- ISBN-0-309-03642-9
PUB DATE- 86
NOTE- 102p.; For other documents in this series, see SE 049 209-212. Some pages with small print may not reproduce well.
AVAILABLE FROM- National Academy Press, 2101 Constitution Ave., NW, Washington, DC 20418 ($12.50).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Science; *Engineering Education; Higher

indicators. The rest of the paper looks at ways that indicators could be used in policymaking and programmatic decision making. Areas discussed include: (1) "Curriculum and Instruction"; (2) "Educational Equity": (3) "Pre-Service Teacher Preparation"; and (4) "In-Service Education." (CW)

ED 295 845 SE 049 233

Nelson, David N.
Parental Knowledge of Course Objectives and Grades of High School Physical Science Students.
PUB DATE- Jun 88
NOTE- 7p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Achievement; *Course Objectives; *Educational Objectives; Family Influence; Parent Aspiration; Parent Influence; *Parent Role; Performance; *Physical Sciences; Science Education; Secondary Education; *Secondary School Science

Many educators agree that parental involvement is an important factor in a child's achievement in school. Views of the quantity of involvement differ. This one-semester study was designed to determine if parental knowledge of classroom objectives would significantly influence student achievement in physical science. Thirty-three physical science students from two classrooms of an Illinois high school were randomly divided into an experimental group (N=17) whose parents were informed of course objectives, and a control groupp (N=16) whose parents were not informed. Based on end-of-year grades, this study found no significant difference between control and experimental groups indicating that parental knowledge of classroom objectives had no significant effect on student achievement. (CW)

ED 295 846 SE 049 234

Nuclear Powerplant Safety: Source Terms. Nuclear Energy.

Co-operation and Development (OECD) examiners in preparing this first review of Iceland's educational system were that: (1) education contribute to the broader social and economic culture; (2) it differentiate itself from the educational forms of other countries in response to Iceland's particular economic needs and cultural aspirations; and (3) it give attention to the practical issues involved, such as teacher training and salaries, school structures, support for innovation in the schools, and the university. The examiners visited Iceland from February 15 to March 1, 1986, and a brief introduction acknowledges how greatly the preparation for this visit was helped by a background report prepared by the officers of the Icelandic Ministry of Culture and Education. Part 1, the report of the examiners, includes sections on: (1) Icelandic education, culture, and economy in general; (2) early schooling; (3) upper secondary education; (4) teacher training and the teaching profession; (5) the University of Iceland; and (6) administration, funding, planning, and the community. Part 2 outlines the presentation of the examiner's report to the review committee. Part 3 contains the summary of the background report which was prepared by Iceland's Ministry of Culture and Education to aid the examiners in their work. (SM)

ED 295 860 SO 018 897

Hoepli, Nancy, Ed.
Great Decisions 1988: Foreign Policy Issues Facing the Nation.
Foreign Policy Association, New York, N.Y.
REPORT NO.- ISBN-0-87124-114-5
PUB DATE- 88
NOTE- 100p.; For related document, see ED 283 743. A large wall map of the world included in the document is not available with the ERIC document due to reproducibility problems.
AVAILABLE FROM- Foreign Policy Association, 729 Seventh Avenue, New York, NY 10019 ($8.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Decision Making; Foreign Countries; *Foreign Policy; Instructional Materials; *International Relations; *Policy Formation; Postsecondary Education; Secondary Education; Social

Seven chapters describe specific art fields, and each chapter is subdivided into units of artistic expression. Each unit presents teaching concepts and performance activities, and each chapter provides career information and a bibliography. Chapter 1 considers the basics of color, design, drawing, and lettering, while chapter 2 describes studio arts in terms of drawing, painting, sculpture, and printmaking. Chapter 3 introduces the creative arts of ceramics, macrame, batik, tie-dye, papier-mache, paper-making, soft sculpture, stitchery, patchwork, quilting, weaving, and jewelry. Commercial arts are examined in chapter 4 through introductions to layout, preparation and paste-up, package design, logos and trademarks, illustration, and cartooning. Chapter 5 considers fashion, costume, and textile design, and chapter 6 teaches about the media arts of photography, film animation, video, and computer graphics. Chapter 7 explores architectural design. Pictures, a general bibliography, an explores architectural design. Black and white photographs and drawings, a general bibliography, an miscellaneous references, and a compilation of museum resources are included. (JHP)

ED 295 874 SO 019 077

Slobin, Mark
Music of Central Asia and of the Volga-Ural Peoples. Teaching Aids for the Study of Inner Asia No. 5.
Indiana Univ., Bloomington. Asian Studies Research Inst.
SPONS. AGENCY- Association for Asian Studies, Ann Arbor, Mich.
PUB DATE- 77
NOTE- 68p.
AVAILABLE FROM- Asian Studies Research Institute, Indiana University, Bloomington, IN 47405 ($3.00).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Historical Materials (060)
DESCRIPTORS- Area Studies; *Asian History; *Asian Studies; Cultural Education; Culture; Foreign Countries; Foreign Culture; Higher Education; Instructional Materials; *Music; Musical Instruments; Music Education; *Non Western Civilization; Resource Materials; Resource Units; Secondary Education; Social Studies
IDENTIFIERS- *Asia (Central); *Asia (Volga Ural Region); Folk Music; USSR

content outline; and (5) course objectives. Ten teaching units are included, one for each course objective. Each contains concept and generalization statements, along with a unit content outline and suggested student activities. Appendices, which constitute the bulk of the document, include: (1) a glossary of terms; (2) a 105-item bibliography; (3) lists of law-related education model programs, juvenile justice resources, and selected law-related association officials; (4) additional course related learning activities; and (5) a revised edition of the Louisiana State Department of Education's "Student Rights and Responsibilities Model Handbook". (JHP)

ED 295 888 SO 019 127

Louisiana Social Studies Fairs: Bulletin 1133. (Revised).
Louisiana State Dept. of Education, Baton Rouge. Div. of Academic Programs.
PUB DATE- 87
NOTE- 46p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reference Materials - General (130)
DESCRIPTORS- *Citizenship Education; Community Programs; Competition; Elementary Secondary Education; *Exhibits; Experiential Learning; Learning Activities; Learning Experience; *Program Descriptions; Program Guides; Regional Programs; *Social Studies; State Programs
IDENTIFIERS- *Louisiana

Social studies fairs provide opportunities for citizenship education and for involvement in activities that emphasize thinking and inquiry skills. The Louisiana local, regional, and state social studies fairs present exhibitions of projects prepared by elementary and secondary school students to portray applications of basic principles, generalizations, or research in studies of people in relation to their environment. This document presents: (1) the social studies fair goals; (2) fair rules and regulations for teachers and students; (3) an explanation of various social studies disciplines; (4) information about local and regional fairs; (5) a description of awards; and (6) information for regional fair directors. Forms for fair entries and judging are included. A guide to social studies projects includes information about: (1) project design; (2) displays; (3) size and weight requirements; (4) research papers; (5) oral presentations; and (6) parent

Arts; Folk Culture; Movement Education; Program Development; *Theater Arts

This monograph contains reprints of lectures presented by National Dance Association Scholars from 1977 through 1987. The following Scholars are represented: (1) Elizabeth R. Hayes; (2) Miriam Gray; (3) Ruth L. Murray; (4) Araminta Little; (5) Mary Frances Dougherty; (6) Charlotte York Irey; (7) Lois "Betty" Ellfeldt; (8) Mary Alice "Buff" Brennan; (9) Aileene S. Lockhard; and (10) Mary Ella Montague. (JD)

ED 295 904 SP 030 230

Whitner, Phillip A.

College Student-Athletes: What the Popular and Professional Literature Report.

PUB DATE- 88

NOTE- 91p.

LANGUAGE- English

EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Information Analysis/State-of-the-Art Materials (070)

DESCRIPTORS- *Academic Achievement; *Athletes; Basketball; *College Students; *Football; Higher Education; Publications; Research Reports; Stereotypes

This research report on the academic achievements of student-athletes at the college level opens with an historical overview that provides background information on competitive sports and games. The question of amateurism and professionalism is discussed, and a synopsis is presented of the two major revenue-producing college sports, football and basketball. The evolution of the academic image of the college student-athlete is reflected in the increasing emphasis upon the money-making potential of these sports for institutions of higher education. A sample is offered of the popular literature regarding these sports. This includes written works that may have no scientific foundations or underpinning and are often highly opinionated (e.g., newspapers, magazines, pamphlets, brochures). A review of professional literature contains research studies and dissertations that are relevant to the study of the academic achievements of student-athletes. A brief analysis of the commercialization of college football discusses how this contributes, directly or indirectly, to the health of the larger social system. Over 200 references are included. (JD) agencies and information centers. Part 1 is a listing of Federal agencies and information centers that provide information services related to maternal and child health. Part 2 contains an extensive bibliography of publications and audiovisual materials available from Federal sources. A directory of key regional and state health information personnel is presented in part 3. (JD)

ED 295 921 SP 030 290

Dubelle, Stanley T.
Effective Teaching: Critical Skills.
REPORT NO.- ISBN-0-87762-487-9
PUB DATE- 86
NOTE- 141p.
AVAILABLE FROM- Technomic Publishing Co., Inc., 851 New Holland Ave., Box 3535, Lancaster, PA 17604 ($19.50).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Classroom Techniques; Elementary Secondary Education; *Learning Strategies; *Student Motivation; Teacher Attitudes; Teacher Characteristics; *Teacher Effectiveness; Teaching Methods; *Teaching Skills

The first part of this book deals with the beginning act of teaching, which covers the preparation of appropriate objectives, understanding of sound motivational practices, and knowledge of effective set induction activities. Part two deals with what the effective teacher must do once the lesson is underway and before it is ended. Five teaching skills are identified and analyzed in this part: reinforcement cueing, encouragement, enthusiasm, stimulus variation, and questioning. The final part focuses on closure as a culminating teaching skill in the sense of honing in on major parts of the lesson as well as the "finale" of the lesson. (JD)

ED 295 922 SP 030 292

Miller-Jacobs, Sandra; Moreland, Hattie educators are discussed together with the possibilities for the realization of a radical agenda for teacher education. It is argued that teacher educators need to become much more politically involved in confronting the external conditions that limit the possibilities for reform in teacher education. (Author)

ED 295 938 SP 030 352

Wood, Patricia
Action Research: A Field Perspective.
PUB DATE- Apr 88
NOTE- 20p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Action Research; Classroom Observation Techniques; *Classroom Research; Cooperating Teachers; Elementary Education; *Research Methodology; Student Attitudes; *Student Participation; Student Teachers; Teacher Attitudes

This paper presents the personal narrative of a teacher who engaged in action research in her classroom. A step-by-step description, outlined in the prescribed form for conducting action research (plan, act, observe, and reflect), notes the successes and failures encountered throughout the experiment. A student teacher was conducting action research on a different topic simultaneously in the classroom. How collaborating on the two projects affected the cooperating teacher-student teacher relationship is described. A discussion is offered on the value of action research in the classroom, in preservice teacher education, and in in-service education programs for practicing teachers. (JD)

ED 295 939 SP 030 353

Noffke, Susan E.; Zeichner, Kenneth M.

ED 295 953 TM 011 707

Johnson, Eugene
Considerations and Techniques for the Analysis of NAEP Data.
PUB DATE- Apr 88
NOTE- 28p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Achievement Tests; *Data Analysis; Elementary Secondary Education; Mathematics Tests; *Sampling; Scores; *Standardized Tests; *Test Validity
IDENTIFIERS- Multiple Matrix Sampling; *National Assessment of Educational Progress; Plausibility (Tests); Scaling Models; Stratified Sampling

The special characteristics of the data from the National Assessment of Educational Progress (NAEP) that affect the validity of conventional techniques of statistical analysis are considered. In contrast to the assumptions underlying standard methods of statistical analysis, the NAEP samples are obtained via a stratified multi-stage probability sampling design in which clusters of students are selected and in which certain sub-populations are sampled at higher rates than others. The resulting samples have different statistical characteristics than those of a simple random sample. Analytic techniques that take the structure of the data into account are discussed, and their properties are explored. A second feature of the NAEP data arises from the fact that multiple matrix sampling techniques are used for the assignment of sub-sets of the pool of exercises to sub-samples of students. The NAEP accounts for the effect of the missing data on its scaling models through the use of multiple imputation procedures; creating vectors of "plausible values" for the scale scores. The use of plausible values and their effect on analysis are illustrated. The analyses are illustrated with results from the NAEP assessments of mathematics. (Author/TJH)

ED 295 954 TM 011 710

was conducted using four factors: (1) item gender; (2) examinee sex; (3) examinee ability; and (4) response. No items were found to have sex bias, which is interpreted as the interaction of item gender with examinee sex. Mathematics items did not have varying difficulty or discrimination in the different gender versions. English items, while without varying discrimination levels in the different versions, had a dissimilar difficulty level in the gender-related versions. These differences were not systematic. Eight tables are presented, and four appendices provide the item versions. (SLD)

ED 295 968 TM 011 754

McLarty, Joyce R.; And Others
Student Course-Taking Patterns and Performance on the ACT Assessment.
PUB DATE- Apr 88
NOTE- 73p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (New Orleans, LA, April 6-8, 1988). Some pages contain small, light type.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Achievement Tests; *Course Selection (Students); English; High Schools; *High School Seniors; Language Tests; Mathematics Tests; Science Tests; Scores; Social Studies
IDENTIFIERS- *ACT Assessment

Data from a sample of 2,593 high school seniors (58% female) were used to study the relationship between courses taken and scores on the American College Testing (ACT) English Usage Test, the ACT Mathematics Usage Test, the ACT Social Studies Reading Test, and the ACT Natural Sciences Reading Test. For English and Mathematics, test performance tended to be higher with a higher number of relevant courses taken. For social studies, the picture was less clear, with courses in History and Economics appearing helpful. Many factors contributed to scores in Science, but test performance was related to courses taken. Numerous tables provide descriptive data for correlations by subject. (SLD)

ED 295 984 TM 011 817

Glidden, H. Guy
The Use of Test Score Growth Measurement as a Positive Basis for School Improvement.
PUB DATE- Apr 88
NOTE- 13p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Educational Assessment; Educational Development; *Educational Improvement; Elementary Secondary Education; Evaluation Methods; *Norm Referenced Tests; Predictive Measurement; *School Effectiveness; *Scores; Standardized Tests; *Testing Programs
IDENTIFIERS- *Test Score Growth Measurement; *Wichita Public Schools KS

During the 1985-86 school year, an evaluation plan utilizing standardized norm-referenced test information was initiated within the Wichita Public School System in Kansas. The plan had four identifiable factors: (1) a growth measurement concept; (2) a simplified computation process; (3) a means of integration of growth measurement within user services; and (4) a means of balancing growth information within the evaluation process. The plan provided evaluation information based on the comparison of actual and predicted growth of test scores resulting from an annual administration of the norm-referenced tests to district students. Two factors that had a major impact on identification of the plan were wide differences of student populations in different schools in the district and an existing annual standardized testing program. Comprehension of the plan by teachers and principals was central to implementation. The impact of the plan on the evaluations of school improvement plans and of the principals has been inconclusive due to administrative changes within the district. The plan, however, has had a positive impact on the effective use of test information by the professional staff of the district. (TJH)

Methods of Educational Testing) completed at a Midwestern university by students exposed to the MDT method obtained information about student opinions. The MDT was not as well received as were more familiar tests. Students thought themselves less able as test takers. When the sample was controlled for appropriateness to the class, the MDT compared with fill-in-the-blanks for evaluative power and preference. The machine-scored test is practical for teacher use. Eleven figures are presented, and an appendix includes the survey. (SLD)

ED 296 000 TM 011 913

Anderson, Paul S.
Student Attitudes about MDT Multi-Digit Testing: Analyses from Pioneer Experiences.
PUB DATE- Apr 87
NOTE- 25p.; Paper presented at the Annual Meeting of the National Council for Measurement in Education (Washington, DC, April 19-23, 1987). For a related document, see TM 011 912.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *College Students; *Computer Assisted Testing; Higher Education; *Scoring; *Student Attitudes; Test Construction; *Test Format; Test Items
IDENTIFIERS- Answer Banks; *Multiple Digit Testing

A recent innovation in the area of educational measurement is MDT multi-digit testing, a machine-scored near-equivalent to "fill-in-the-blank" testing. The MDT method is based on long lists (or "Answer Banks") that contain up to 1,000 discrete answers, each with a three-digit label. Students taking an MDT multi-digit test mark the appropriate three-digit response on special answer sheets for machine scoring. As expected, attitudes about MDT multi-digit testing vary significantly among students at Illinois State University who participated in its pioneer usage. Data from questionnaires given in one semester to 1,440 students show that 41% had unfavorable attitudes toward the testing method, while the remainder were neutral (36%) or had favorable perceptions (23%). This paper examines 10 variables to determine which relate to favorable and unfavorable attitudes about the MDT multi-digit technique. Apart from instructor-related factors, the variables related to favorable attitudes toward MDT testing include greater

ED 296 015 UD 026 040

Dade County Black Student Opportunity Program. Revised.

Dade County Public Schools, Miami, Fla.; Miami-Dade Community Coll., Fla.; Mitchell Wolfson Sr. Foundation, Miami, FL.; Urban League of Greater Miami, FL.

PUB DATE- 13 Apr 87
NOTE- 11p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Black Students; *College Preparation; College School Cooperation; Cooperative Programs; Economic Opportunities; Educational Counseling; *Educational Opportunities; Higher Education; *Incentive Grants; Institutional Cooperation; Intercollegiate Cooperation; Motivation Techniques; *Student Motivation; *Urban Education
IDENTIFIERS- *Dade County FL; Dade County Public Schools FL; Miami Dade Community College FL; Urban League

The cooperative program described in this paper is aimed at black high school students and combines the efforts of the Urban League of Greater Miami, Dade County Public Schools, Miami-Dade Community College (M-DCC), and participating universities nationwide. The program goals are the following: (1) to raise the aspirations of students in targeted high schools; (2) to motivate students to enroll in appropriate courses in preparation for college and to motivate them to a high level of academic achievement; (3) to facilitate the progress of participants through an Associate in Arts degree at Miami-Dade Community College to successful transfer to a university for completion of a bachelor's degree; and (4) to finance the college education of successful participants. A key element in the program is the establishment of scholarship "bank accounts" for each participant as a reward for academic performance. Dollars will be placed in the student's "bank account" based on final grade performance in academic courses in high school and at Miami-Dade Community College. The money will be used for full financing of four years of college education. Model funding for a scholarship "bank account," sample letters from M-DCC to prospective participating universities, and a sample of the agreement between M-DCC and a participating university are included. (FMW)

Government Operations.
PUB DATE- 30 Sep 87
NOTE- 230p.; Portions contain small print.
AVAILABLE FROM- Superintendent of Documents, Congressional Sales Office, U.S. Government Printing Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Family Health; *Females; Health Needs; Hearings; *High Risk Persons; *Infant Mortality; *Infants; *Mothers; Parent Attitudes; Poverty; Primary Health Care; Public Health; Social Services
IDENTIFIERS- Congress 100th; *Prenatal Care

The oral testimony of health professionals recorded in this document questions the Federal government's success at assuring prenatal care for poor women. The concern is that many of the infant deaths that occur in the United States might be prevented if the mother had received adequate prenatal care. Programs have improved the health care delivery for many women but the country lags behind gains made in other industrialized nations, and the mortality rates for black infants has actually increased. Barriers to prenatal care include the following: (1) inadequate family income; (2) stress of day-to-day survival; (3) lack of transportation to clinics; (4) lack of knowledge of the pregnancy; (5) inability to communicate with health care providers; and (6) the mother's perception that the care is not useful, supportive, or pleasant. Written statements and letters are also included. Descriptions of programs and new proposals for services and research are presented. Statistical data are presented in tables. Three appendices clarify the testimony. (VM)

ED 296 029 UD 026 225

The Status of the Black Elderly in the United States. A Report by the National Caucus and Center on Black Aged, Inc., for the Select Committee on Aging. House of Representatives, One Hundredth Congress, First Session.
Congress of the U.S., Washington, D.C. House Select Committee on Aging.
REPORT NO.- House-Comm Pub-100-622
PUB DATE- Jul 87
NOTE- 79p.

ED 296 042 UD 026 239

Educational Policies and Practices: Their Impact on Education, on At-Risk Students, and on Minority Teachers by the Majority Staff, Committee on Education and Labor, U.S. House of Representatives, One Hundredth Congress, Second Session. Staff Report.

Congress of the U.S., Washington, D.C. House Committee on Education and Labor.

PUB DATE- Apr 88

NOTE- 26p.; Serial No. 100-W.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090)

DESCRIPTORS- *Educational Change; Educationally Disadvantaged; Elementary Secondary Education; *High Risk Students; Instructional Development; *Minority Group Teachers; *School Effectiveness; Teacher Education; *Teacher Supply and Demand; Urban Education

IDENTIFIERS- Nation at Risk (A)

This House committee staff report concerns the impact of educational policies and practices on at risk students and minority teachers. These two groups have been adversely affected by rapid changes in education. Demands for higher standards and expectations have not been matched with adequate resources to meet the special needs of these students and teachers. Major research in this area is reviewed. Issues that underlie this topic are the following: (1) the organization of schooling into elementary and secondary levels; (2) restructuring the high school; (3) how reform affects disadvantaged students; (4) the effective schools movement; (5) the teacher shortage; (6) teacher testing policies; and (7) reform of the teaching profession. The report, "A Nation at Risk," is discussed in the context of educational reform. Several instructional programs that are research-based and that have worked for all types of students are described. Cooperative learning, peer teaching, and writing programs have improved student achievement. Teacher development programs in which teachers are meaningfully involved are encouraged. Legislators and policymakers are called upon to address issues of educational reform. (VM)

ED 296 043 UD 026 240

Educational Research Association (New Orleans, LA, April 5-9, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; Administrator Attitudes; *Black Students; College Preparation; Educationally Disadvantaged; *High Achievement; High Risk Students; High Schools; *High School Students; Inner City; Self Actualization; *Student Attitudes; Student Evaluation of Teacher Performance; *Teacher Attitudes; *Urban Education
IDENTIFIERS- Positive Attitudes

This study investigated what factors in the experiences of black, inner-city 10th and 11th graders enabled them to succeed in spite of the often debilitating factors and circumstances that surrounded them. Interviews with students, teachers, and administrators at an urban all-black high school selected by the National Center on Effective Secondary Schools revealed the following: (1) for teachers, academic success is based primarily on a student's "positive attitude" as well as his or her ability to "work hard." The responsibility for a student's academic success or failure lies in the student's actions and behaviors; (2) the college preparatory students generally agreed with their teachers that a good attitude and a willingness to work hard are necessary for academic success. They also found other factors important, such as self-confidence, class participation, extra-curricular activities, social flexibility, friendliness and humility, and self-motivation; (3) students believe that their teachers have a responsibility to be competent, to instruct them, to abide by the general principles of respect and fairness, and to learn to adjust to the student's individual needs. They want curricula that relate to their values and heritage. Three tables and figures illustrate some of the data. A short list of references is included. (BJV)

ED 296 056 UD 026 260

Abi-Nader, Jeannette
Talking to Learn: Integrating Classroom Talk with Academic Content for Motivating Hispanic High School Students.
PUB DATE- 9 Apr 88
NOTE- 14p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9,

way of providing for a better education for children. This booklet is concerned with educating students in mathematics and science. The booklet stresses the use of calculators and computers throughout courses from kindergarten to 12th grade, especially in mathematics and science classes. It contains sections on: (1) why minority parents are concerned; (2) what parents should know about mathematics and science classes; (3) the parent's role in monitoring homework; (4) extra activities in science and mathematics; (5) helping children prepare for tests; and (6) home projects for parents and younger children. (TW)

ED 295 786 SE 049 014

Mathematics. Arkansas Public School Course Content Guide.
Arkansas State Dept. of Education, Little Rock.
PUB DATE- 88
NOTE- 68p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Course Content; Geometry; Junior High Schools; *Mathematics Curriculum; Mathematics Education; *Mathematics Instruction; Measurement; Number Concepts; Probability; Problem Solving; *Process Education; Secondary Education; *Secondary School Mathematics; State Curriculum Guides; Statistics
IDENTIFIERS- *Arkansas

The standards for accreditation of public schools, adopted by the Arkansas State Board of Education, required the development of these course content guides. The standards also required that essential skills be identified for each course taught in the public schools of Arkansas. Committees of classroom teachers, curriculum specialists, principals, superintendents, staff members from institutions of higher education and Department of Education personnel jointly identified the skills included in each of the guides. These guides are offered as a framework on which a curriculum can be built. Included are guides for Mathematics--Grade 7, Grade 8; Math I, II and III (Grade 9); and General Mathematics and Advanced Mathematics (after Grade 8). At each grade level, skills have been identified at three instructional levels: basic, developmental, and extensions. The basic skills are those skills which all students must master. They are also the skills on which the Minimum Performance Test items are based. A comprehensive guide

Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Conservation (Environment); *Conservation Education; *Consumer Education; *Energy Conservation; *Energy Education; *Energy Management; Family Environment; *Fuels; Transportation

According to 1986 U.S. Department of Energy data, 48% of our residential energy is used to heat and cool our homes, 16% goes for heating water, 12% is used to refrigerators and freezers, and the remaining 24% goes into lighting, cooking, and running appliances. This booklet contains tips for saving energy, including sections on: (1) draft-proof windows, doors, and other air leaks; (2) insulation; (3) heating energy savers; (4) cooling energy savers; (5) energy-efficient ratings for air conditioners; (6) water heaters; (7) kitchen energy savers; (8) laundry energy savers; (9) lighting energy savers; (10) appliance energy savers; (11) the appliance labeling program; (12) buying or building a home; and (13) yard and workshop savers. Also included are tips regarding energy conservation in buying and using a car. (TW)

ED 295 801 SE 049 172

Mestre, Jose; And Others
Comprehending Premises: Effects of Negations and Training among Anglos and Hispanics.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 87
NOTE- 55p.
GRANT- NIE-83-0072
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Bilingual Education; *Bilingual Students; *College Mathematics; Concept Formation; Educational Research; Higher Education; *Hispanic Americans; *Logic; Logical Thinking; *Mathematical Logic; Mathematics Education

College students who were either monolingual speakers of English or bilingual Hispanics participated in two studies dealing with the comprehension of sentences containing negations. Both the influence of different sentence constructions on comprehension, as well as the heuristics and misconceptions exhibited by subjects as they attempted to comprehend the sentences were investigated. The second experiment was designed primarily to determine whether it was possible to develop an intervention strategy that eliminated the frames of reference. The project takes the form of a series of case studies in classes of the 3-year lines of upper secondary schools in Sweden. The study seeks to determine if these alternative frames of reference occur not only in science but in the humanities and social sciences as well. Another question concerns the understanding of the stability of alternative frames of reference. (CW)

ED 295 816 SE 049 197

Borasi, Raffaella; Agor, Barbara J.

Potential Impact of Research in Second-Language Acquisition on Mathematics Instruction: The Beginning of a Conversation.

PUB DATE- 88

NOTE- 43p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *College Mathematics; Concept Formation; Higher Education; Instruction; Language Proficiency; *Learning Processes; Mathematics Education; *Mathematics Instruction; Mathematics Teachers; Problem Solving; *Second Language Instruction; *Second Language Learning; Second Languages

The realization that the areas of second language and mathematics education share some common features and that educators in these fields may profit by an exposure to research and practice in both fields motivated the production of this paper. From an introduction to the literature, parallels in the history of the two disciplines were recognized: in mathematics, movements emphasizing problem-solving and critical thinking, and in second-language education, the reconceiving of language as a tool for communication and for the making of meaning. This paper focuses on several contributions from theory, research, and practice in second language instruction, showing their relevance to mathematics education. Most of the paper analyzes three methods developed to teach second languages: (1) delayed oral production; (2) the silent way; and (3) counseling-learning/community language learning. The characteristics and principles of each method are discussed along with their implications for mathematics instruction. Also, an illustration of how the same pedagogical principles can be applied

Education; *Science Curriculum; Science Education; *Science Laboratories; *Science Teachers; *Undergraduate Study

The Panel on Undergraduate Engineering Education prepared this report as part of the overall effort of the National Research Council's Committee on the Education and Utilization of the Engineer. The panel studied the academic preparation of engineers for practicing their profession. This document provides an analysis of the research done by the panel. Its findings and recommendations deal with: (1) "The Goals of Undergraduate Engineering Education"; (2) "Undergraduate Students"; (3) "Faculty"; (4) "The Curriculum"; (5) "The Role of Laboratory Instruction"; and (6) "The Two-Tiered System." The major conclusions of the study are described in the executive summary. (TW)

ED 295 831 SE 049 212

Support Organizations for the Engineering Community. Engineering Education and Practice in the United States.

National Academy of Sciences - National Research Council, Washington, DC. Commission on Engineering and Technical Systems.

SPONS. AGENCY- Department of the Air Force, Washington, D.C.; National Science Foundation, Washington, D.C.
REPORT NO.- ISBN-0-309-03629-1
PUB DATE- 85
NOTE- 80p.; For other documents in this series, see SE 049 209-211.
AVAILABLE FROM- National Academy Press, 2101 Constitution Ave., NW, Washington, DC 20418 ($10.50).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Advisory Committees; *College Science; *Engineering Education; Engineers; Government Role; Higher Education; *National Surveys; *Needs Assessment; *Professional Development; *Standards
IDENTIFIERS- *Engineering Education Research

This report summarizes the results of the work of the Panel on Support Organizations for the Engineering Community, which was one of the subcommittees of the National Research Council's Committee on the Education and Utilization of the Engineer. The panel found that many engineering support needs were common to all of the sectors investigated and, in a number of instances, the support mechanisms themselves were also common. The sectors studied included academia, government, industry, private practice, and the society at large. Some of the common needs and concerns addressed

Department of Energy, Washington, DC. Nuclear Energy Office.
REPORT NO.- DOE/NE-0087
PUB DATE- Dec 87
NOTE- 20p.; Drawings may not reproduce well.
AVAILABLE FROM- Energy, P.O. Box 62, Oak Ridge, TN 37831 (free while supply lasts).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Hazardous Materials; *Nuclear Energy; *Nuclear Power Plants; *Nuclear Technology; Radiation; *Radiation Effects; *Safety; Science Education
IDENTIFIERS- *Nuclear Industry

There has been increased public interest in the potential effects of nuclear powerplant accidents since the Soviet reactor accident at Chernobyl. People have begun to look for more information about the amount of radioactivity that might be released into the environment as a result of such an accident. When this issue is discussed by people working in the field of nuclear energy, they often talk about the source term. This technical concept was used exclusively by scientists and members of the nuclear power industry. People have become interested in what it represents rather than the concept. The purpose of this pamphlet is to make this complex idea, the source term, meaningful in understanding nuclear powerplant safety. Topics include: (1) "Nuclear Power Plant Safety: Source Terms"; (2) "Why It's Called 'Source Term'"; (3) "Source Term Research"; (4) "Understanding Source Term Behavior"; (5) "Potential Hazards"; (6) "Design Characteristics"; (7) "Use of Source Terms"; (8) "Source Term Reassessment"; and (9) "Toward a Better Understanding." Also described are two factors indicating that in the event of an accident, less radioactivity would be released than had been estimated in previous licensing documents. (RT)

ED 295 847 SE 049 235

Answers to Questions: Nuclear Energy.
Department of Energy, Washington, DC. Nuclear Energy Office.
REPORT NO.- DOE/NE-0088
PUB DATE- 88
NOTE- 31p.; Drawings and photographs may not reproduce well.
AVAILABLE FROM- Energy, P.O. Box 62, Oak Ridge, TN 37831 (free while supply lasts).

Studies; *World Affairs
IDENTIFIERS- Europe (West); Gorbachev (Mikhail); *Issues Approach; Mexico; Middle East; South Korea; USSR

Eight selected U.S. foreign policy issues are explored in this study and discussion guide. Issue 1, "U.S. Foreign Policy: Projecting U.S. Influence," describes United States involvement in diplomacy, military power, intelligence, trade, and foreign aid since World War II. U.S.-Mexico relations are considered in issue 2, "Mexico and the United States: Ambivalent Allies," and economic factors are explored as issue 3 in "U.S. Trade and Global Markets: Risks and Opportunities." Policy changes are featured in issue 4, "The Soviet Union: Gorbachev's Reforms," while issue 5 investigates the "U.S. and the Middle East: Dangerous Drift?" Issue 6 considers selected world-wide concerns in "The Global Environment: Reassuring the Threat." History and recent changes in South Korea are addressed in issue 7, "South Korea: The Future of Democracy," and the document concludes with issue 8, "Western Europe: Between the Superpowers." Discussion questions and references follow each issue, and maps, pictures, tables, and graphs are included. An opinion ballot is appended. (JHP)

ED 295 861 SO 019 004

Danzer, Gerald A.; And Others
Windows to World History: Introducing World History.
Illinois Univ., Chicago. Dept. of History.
PUB DATE- 87
NOTE- 49p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Curriculum Guides; Global Approach; High Schools; High School Students; Instructional Materials; Learning Activities; Lesson Plans; Resource Units; *Social Studies; Teaching Guides; Units of Study; *World History
IDENTIFIERS- *University of Illinois Chicago; *World History Project

This curriculum guide, an outgrowth of the World History Project at the University of Illinois at Chicago, focuses on introducing world history concepts to high school students. The basic concepts of people, space, and time are incorporated into five individual

The music of the peoples who inhabit either Central Asia or the Volga-Ural region of Asia is explored in this document, which provides information that can be incorporated into secondary or higher education courses. The Central Asian music cultures of the Kirghiz, Kazakhs, Turkmens, Karakalpaks, Uighurs, Tajiks, and Uzbeks are described and compared through examinations of: (1) physical environmental factors; (2) cultural patterns; (3) history; (4) music development; and (5) musical instruments. The music of the Volga-Ural peoples, who comprise the USSR nationalities of the Mari (Cheremis), Chuvash, Udmurts (Votyaks), Mordvins, Bashkirs, Tatars, and Kalmucks, is examined, with an emphasis on differences in musical instruments. A 13-item bibliography of Central Asian music and a 17-item Volga-Ural music bibliography are included. An appendix contains examples of musical scores from these regions. (JHP)

ED 295 875 SO 019 079

Janelli, J. Michael
West Bridgewater K-12 Social Studies Curriculum Map.
West Bridgewater Public Schools, MA.
PUB DATE- Nov 85
NOTE- 43p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Affective Objectives; Behavioral Objectives; Cognitive Objectives; Elementary Secondary Education; *Geography; Kindergarten; *Map Skills; Outcomes of Education; Skills; Social Sciences; *Social Studies; Sociology; Student Educational Objectives; *United States Government (Course); *United States History; *World History

This curriculum is designed to build social science skills and knowledge in a sequential manner as the student progresses from kindergarten through secondary school. Prerequisite skills, knowledge objectives, skill objectives, and attitudinal objectives are outlined for each grade level and subject area in the K-12 social science curriculum. The K-6 elementary curriculum goals and objectives move the child from the immediate home and school environment to the world environment. In grade seven, the student develops a set of geographic and social studies skills which are outlined on five levels. Grade eight comprises the skills and

involvement. Titles of 1986 fair projects, a map of Louisiana regional fair areas, a list of fair directors, and charts are also included. (JHP)

ED 295 889 SO 019 185

Larson, James F.
Global Television and Foreign Policy. Headline Series No. 283.
Foreign Policy Association, New York, N.Y.
REPORT NO.- ISBN-087124-117-X
PUB DATE- Feb 88
NOTE- 77p.
AVAILABLE FROM- Deloris Gruber, Foreign Policy Association, 729 Seventh Ave., New York, NY 10019 ($4.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Decision Making; *Foreign Policy; *Global Approach; *International Education; International Relations; *News Media; Secondary Education; Social Studies; *Television
IDENTIFIERS- Foreign News; *Television News; *Television Role

This document explores the impact of television coverage on foreign policy decision making and the complexities of a changing media-foreign policy relationship in an era of global television. Government officials believe that television news has a great effect on foreign policy decisions. By contrast, many political scientists contend that television is subject to government news management and conveys an elite view of U.S. overseas interests. Television coverage and its potential impact on public opinion are factors to be planned and controlled in the implementation of foreign policy, according to this perspective. Chapter 1 explores television's role in the U.S. foreign policy process. Chapter 2 delineates the rise of television news to its dominant position in the politics of foreign policy through the confluence of technology, economics, public reliance on television as a news source, and a set of international concerns. Chapter 3 discusses how foreign policy and international news should be defined and handled by broadcasters. Chapter 4 outlines the advent of global television as a participant in the foreign policy process. Chapter 5 examines whether or not the public influences foreign policy. Chapter 6 elucidates the manner in which television's growing capacity as a channel for global communication will affect its relationship to the foreign policy process in the future. This

ED 295 905 SP 030 232

Fraser, Stephen D.
Strategies for Competitive Volleyball.
REPORT NO.- ISBN-0-88011-304-9
PUB DATE- 17 Jun 88
NOTE- 204p.
AVAILABLE FROM- Leisure Press, PO Box 5076, Champaign, IL 61820 ($16.95).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Athletics; Physical Activities; Skill Development; *Team Sports; Team Training; *Teamwork; *Volleyball

This book deals with strategies and team tactics involved in the game of volleyball. It is not intended to be an instructional book on how to execute the various skills required to play volleyball but instead endeavors to detail and explain basic tactics and strategies involved in volleyball team play. Each chapter deals with major areas of team play while investigating tactics and strategies that may be employed in any number of game situations. A unique and heretofore rarely implemented style of play, "The Southpaw System", is presented and advocated as a tactical alternative to the conventional systems in which setters set from the right third of the offensive court. (JD)

ED 295 906 SP 030 233

Enoka, Roger M.
Neuromechanical Basis of Kinesiology.
REPORT NO.- ISBN-0-87322-179-6
PUB DATE- 7 Jul 88
NOTE- 352p.
AVAILABLE FROM- Human Kinetics Publishers, Inc., Box 5076, Champaign, IL 61820 ($29.00).
LANGUAGE- English
Document Not Available from EDRS.

The Integrated Professional Program: A Field-Based Elementary and Special Education Teacher Preparation Program.
PUB DATE- 88
NOTE- 48p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Elementary Education; *Field Experience Programs; Higher Education; *Integrated Curriculum; Learning Problems; Mainstreaming; Preservice Teacher Education; Program Development; *Special Education; Student Teaching; *Teacher Education Curriculum

A description is given of a field-based preservice teacher education program which integrates elementary and special education, infusing theories of effective teaching with practical classroom application for working with pupils who have special needs as they are mainstreamed into the regular classroom. The program consists of three phases: orientation, classroom application, and student teaching. The 3-week orientation consists of theoretical classes. The classroom application phase enables students to work half days in a regular classroom, with individual and small groups of children experiencing learning difficulties, while continuing to attend classes. The students receive nine credits for these two phases, which consist of the integration of courses in reading/language arts/ identification of learning problems, methods and curriculum in science, social studies, and mathematics, and behavior management. Six credits are given for the third phase, a 6-week student teaching experience. (Author/JD)

ED 295 923 SP 030 293

Harder, Annie K.; And Others
Follow-up Study of Recipients of Incentive Loans for Mathematics and Science Teachers.
PUB DATE- May 88
NOTE- 12p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Elementary Secondary Education; *Employment Level; Employment Patterns; Full Time Faculty; Loan Repayment; *Mathematics Teachers; Part Time Faculty; *Science Teachers; *Student Financial Aid; *Teacher Employment; Teaching Load

In 1983, the Washington State Legislature passed a bill providing

Action Research and Teacher Thinking: The First Phase of the Action Research on Action Research Project at the University of Wisconsin--Madison.
PUB DATE- Apr 87
NOTE- 39p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Action Research; Higher Education; Preservice Teacher Education; Program Development; *Program Effectiveness; Research Utilization; *Self Evaluation (Individuals); *Student Teachers; Teacher Attitudes; *Teacher Education Programs

This report on action research projects conducted by student teachers as a part of their preservice teacher preparation program focuses on how action research improves the understanding of educational practices by the practitioner-researchers themselves. Two major topics are discussed. First, specific types of claims about the impact of action research on teachers' understandings are identified from selected projects conducted in the United States, the United Kingdom, and Australia. A description of the methodologies used to collect supporting data is included. The second major topic of the paper is a description of the "Action Research on Action Research" project now underway at the University of Wisconsin, Madison. Action research has been used in the University's elementary student teaching program for several years as one way to provide opportunities for growth in the ability to reflect systematically on one's own teaching practice. A comprehensive review of the literature on the impact action research can have on teacher thinking introduces the main body of the paper. (JD)

ED 295 940 SP 030 354

Ben-Peretz, Miriam; Kremer-Hayon, Lya
Teachers' Professional Dilemmas.
PUB DATE- Apr 88
NOTE- 24p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).
LANGUAGE- English

Saylor, Coleen R.
Alternative Images of Professional Socialization: Controls, Roles, and Student Effort.
PUB DATE- Apr 88
NOTE- 28p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cooperation; Counseling; Educational Assessment; Higher Education; *Nursing Education; *Planning; Professional Education; *Socialization; Student Attitudes; *Student Certification; Student Evaluation; Student Motivation; Work Attitudes
IDENTIFIERS- *Effort; *Nursing Students

Students within certain seniority levels of a nursing program were studied to assess the influence of educational evaluation on student effort. The subjects were 114 students from a baccalaureate nursing program in the San Francisco Bay Area, California. Focus was on understanding two perspectives of how evaluations within a nursing education program might shape nurses' skill development and professional competence by directing effort to their professional work. The study analyzed the students' perceptions of evaluations and reported effort for each of four work dimensions: (1) technical; (2) psychosocial; (3) planning; and (4) collaboration. Data were gathered via a questionnaire on the subjects' perception of evaluation influence and validity and the nature of the instructor's rating for each of the four work categories. A second stage included interviews that probed issues of interpretation or illuminated findings from the survey data with a sub-sample of volunteers. Results indicate that: (1) students perceiving relatively greater rewards or penalties from psychosocial work and/or perceiving relatively sound and important evaluations also report higher levels of effort toward psychosocial activities; (2) overall, direct and indirect effects of the organizational evaluation system can be seen for both perceived work importance and effort; and (3) effort was predicted by sanctions for activities, evaluation soundness, and activities' perceived importance. Seven tables are included. (TJH)

ED 295 969 TM 011 758

Borasi, Raffaella
Towards a Reconceptualization of the Role of Errors in Education: The Need for New Metaphors.
SPONS. AGENCY- National Science Foundation, Washington, D.C.
PUB DATE- Apr 88
NOTE- 42p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).
GRANT- MDR-8651582
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Educational Strategies; Learning Processes; *Metaphors
IDENTIFIERS- *Errors (Education)

The role of errors in education must be re-examined to allow teachers to exploit fully the educational potential of the error. Student errors have been used as tools to study the learning process and to plan teaching materials. A new metaphor for error making, that of "getting lost," can help uncover some limitations in the current educational use of errors. Developing this metaphor in a generative spirit shows the importance of the context in which the error occurs. Under some conditions "getting lost" can be enjoyable. Errors can both motivate and guide students in intellectual explorations. Tables summarize possible reactions to "getting lost." General strategies undertaken in response to an error or "getting lost" include: (1) asking someone for help; (2) making use of tools and resources; (3) reflecting on the situation; and (4) exploring. (SLD)

ED 295 970 TM 011 761

Davis, Todd M.; And Others
An Investigation of Speededness in a Placement Test: A Call for Local Standards.
PUB DATE- Apr 88
NOTE- 29p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.

ED 295 985 TM 011 825

Russo, Rocco P.
The National Education Longitudinal Study of 1988 School Survey.
SPONS. AGENCY- Center for Education Statistics (OERI/ED), Washington, DC.
PUB DATE- Apr 88
NOTE- 15p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988). For the Teacher Survey, see ED 293 893.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Grade 8; Junior High Schools; Junior High School Students; *Longitudinal Studies; Measurement Techniques; *National Surveys; *School Surveys; *Student Development; *Testing Programs; Trend Analysis
IDENTIFIERS- *National Education Longitudinal Study 1988

The 1988 National Education Longitudinal Study (NELS:88) focuses on a sample of students enrolled in the eighth grade during the spring of 1988. Building on its predecessors (the National Longitudinal Study of the High School Class of 1972 and High School and Beyond), the study is designed to provide trend data about the critical transitions experienced by young people as they develop, attend school, and embark on careers. Sample projections estimated that 26,000 students will be selected at random from a nationally representative sample of approximately 1,000 schools. This discussion identifies the purpose and objectives of the school survey component of the NELS:88, describes the survey administration procedures, and presents the results of the field test of the NELS:88 school survey undertaken in the spring of 1987. Recommendations emerging from these analyses address the areas of pre-survey activities, data collection activities, and instrumentation. (TJH)

ED 295 986 TM 011 827

Larson, Gerald E.; Alderton, David L.
Cognitive Frameworks for "g".

familiarity/experience with the method and higher academic performance. Five figures are presented, and an appendix contains the survey used (the Survey of Student Opinions about Methods of Educational Testing). (Author/SLD)

ED 296 001 TM 011 915

Hamdan, Mohamed Zaid
Curriculum Evaluation: Toward a Systematic Methodology.
PUB DATE- 86
NOTE- 33p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Curriculum Development; *Curriculum Evaluation; Educational Assessment; Educational Planning; *Evaluation Methods; *Needs Assessment; *Program Evaluation; *Systems Analysis; *Teacher Attitudes

A systematic methodology is proposed for the evaluation of curriculum. Four domains are identified, including the evaluation of: (1) curriculum planning; (2) curriculum development; (3) curriculum implementation; and (4) curriculum effects. Evaluating curriculum planning must include determining the legality of the curriculum and must consider the personal experiences of teachers in assessing educational needs. In evaluating development, the validity of curriculum products must be checked against internal criteria for appropriateness and consequence. Evaluation of implementation includes consideration of human, educational, physical, and social factors. Both primary and side effects must be evaluated in studying curriculum effects. As a tool by which society advances its goals, a curriculum merits systematic integrated evaluation. Eight figures represent relationships among various aspects of curriculum evaluation. (SLD)

ED 296 002 TM 011 922

Melican, Gerald J.; And Others

ED 296 016 UD 026 112

Golden, John G.
Assimilation or Biculturalism--Which Way To Adapt to American Life?
PUB DATE- Apr 88
NOTE- 12p.; Paper presented at the Annual Meeting of the National Association for Asian and Pacific American Education (Denver, CO, April 7-9, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Acculturation; *Biculturalism; Cross Cultural Studies; *Ethnicity; High Schools; *High School Students; *Korean Americans; *Korean Culture; Minority Groups; *Peer Acceptance; Self Concept; United States History

Unlike previous immigrants, many of today's immigrants to the United States are accustomed to American culture since it has permeated the world and has settled into many international cities. An old concept of acculturation saw poor, ignorant immigrants arriving in America and immediately shedding their culture. Now acculturation has become more personalized and individualized. Immigrants have personalized adaptations to the process and much of this involves becoming bicultural. Biculturalism seems to produce less stress than acculturation. The process is exemplified by a study of Korean American high school students who were high achievers and had many friends among their American counterparts, but who remained deeply interested in their native language and history. They had positive outlooks and were interested in pursuing higher education. Their biculturalism was a better approach than acculturation since it led to more positive outcomes and self-concept. (VM)

ED 296 017 UD 026 143

Chaikind, Stephen
The Effects of Short-Term and Long-Term Poverty on Educational Attainment of Children.
Decision Resources Corp., Washington, DC.
PUB DATE- Dec 85

AVAILABLE FROM- Superintendent of Documents, Congressional Sales Office, U.S. Government Printing Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Blacks; Budgeting; *Gerontology; *Government Role; Health Needs; Housing Needs; Low Income Groups; *Older Adults; *Quality of Life; Social Services; Unemployment; Victims of Crime; Welfare Services; Well Being
IDENTIFIERS- Congress 100th

This report on the status of the black elderly in the United States is based on six issue forums that the National Caucus and Center on Black Aged, Inc., conducted throughout the United States in 1986; and on three House Select Committee on Aging hearings on this subject. Statistics pertaining to the following issues affecting older blacks are addressed: (1) income and employment needs; (2) health needs; (3) budget issues; (4) housing issues; (5) impact of crime; and (6) service needs. Older blacks are the poorest group among the elderly and they are among the most impoverished groups in our nation today. They are also among the most poorly housed groups, and are more likely to experience health problems than aged persons in general. They are at greater risk of being criminal victims than other Americans. As a group, older blacks have borne more social, economic, and psychological damage than other groups because of racial discrimination. The United States has the resources and the capacity to enable all older American to live in dignity and self-respect. Recommendations for improving each aspect of the status of older blacks are offered. (BJV)

ED 296 030 UD 026 226

Hearing to Review Issues Relating to Immigration and Education. Hearing before the Committee on Education and Labor, House of Representatives. One Hundredth Congress, First Session (Los Angeles, California, September 28, 1987).

Congress of the U.S., Washington, D.C. House Committee on Education and Labor.

PUB DATE- 88
NOTE- 255p.; Serial No. 100-54. Some pages contain small/marginally legible print.
AVAILABLE FROM- Superintendent of Documents, Congressional Sales Office, U.S. Government Printing Office, Washington, DC 20402.

Martin, Deanna C.; And Others
Joining Forces for Urban Youth. The NASULGC Urban University/Urban School Collaborative Program. A Final Report.
National Association of State Universities and Land Grant Colleges, Washington, D.C.
SPONS. AGENCY- EXXON Education Foundation, New York, N.Y.; Ford Foundation, New York, N.Y.
PUB DATE- 86
NOTE- 32p.; Also supported by a grant from the Johnson Foundation.
AVAILABLE FROM- National Association of State Universities and Land-Grant Colleges, One Dupont Circle, Suite 710, Washington, DC 20036 (free).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Agency Cooperation; College School Cooperation; Employment Programs; Equal Opportunities (Jobs); Government Role; Grants; Higher Education; *Institutional Cooperation; Program Budgeting; Program Effectiveness; *Program Evaluation; School Business Relationship; School Community Relationship; Urban Problems; *Urban Programs; *Urban Youth
IDENTIFIERS- Chief Executive Officers; *Collaboratives; National Assn of State Univ and Land Grant Coll

This report evaluates the Urban University/Urban School Collaborative Program sponsored by the National Association of State Universities and Land-Grant Colleges (NASULGC). The program provided grants for 16 projects to improve opportunities for youth in urban areas, giving them access to higher education and jobs. The grants were to be used to build collaboration among educational institutions and, wherever possible, involve the business community and local government in the collaborative effort. Although the individual projects vary in their approaches to collaboration and in their level of achievement, each is based upon the following assumptions: (1) collaboration works best when all institutions proceed on the basis of "enlightened self-interest"; (2) inter-institutional collaboration requires the direct and continued involvement of the chief executive officer of each institution; (3) resources needed for collaboration must come from the total institution and not just one division; and (4) if access to the world of work is to be improved, local government and business must also be involved in the collaboration. The report's three sections provide information on: (1) the background and history of the NASULGC-sponsored collaboratives and the methodology of the evaluation study; (2) the process and impact of the collaboration; and (3) the future role of NASULGC. Appendices describe the projects designed by recipients of planning grants (of approximately $2,500 each) and of "deepening" grants (which ranged

1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Classroom Communication; *College Preparation; Educational Objectives; *Educational Strategies; High Schools; High School Students; Hispanic Americans; Interpersonal Communication; Program Effectiveness; Program Evaluation; Program Implementation; Self Concept; *Speech Communication; *Teacher Effectiveness
IDENTIFIERS- *Hispanic American Students; *Program for Learning in Accordance with Needs

A teacher's interaction with Hispanic high school students enrolled in Program for Learning in Accordance with Needs (PLAN), a college preparation program designed to develop the basic skills--reading, writing, and public speaking--needed to succeed in college, was observed. The following implicit instructional goals of PLAN were revealed: (1) creating a vision of the future; (2) redefining the participants' self-image; and (3) building a supportive community. These goals were supported through a network of teacher behaviors, particularly sociolinguistic strategies imbedded in the teacher's speech, which wove the cultural characteristics of Hispanic students with academic content in an environment that encouraged learning. PLAN's success may be partially attributable to the strategic use of language in motivating students. The instructional goals and the strategies used to implement them are illustrated on an accompanying handout. A brief bibliography is included. (BJV)

ED 296 057 UD 026 269

Effect of Our Nation's Housing Policy on Homelessness. Hearing before the Ad Hoc Task Force on the Homeless and Housing of the Committee on the Budget, House of Representatives. One Hundredth Congress, Second Session.

Congress of the U.S., Washington, D.C. House Committee on the Budget.
PUB DATE- 21 Jan 88
NOTE- 107p.; Serial No. AH 100-3.
AVAILABLE FROM- Superintendent of Documents, Congressional Sales Office, U.S. Government Printing Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Federal Aid; Federal Programs; *Government Role;

should exceed minimum levels of expectation. Developmental skills and extensions are also included. Developmental skills are those skills beyond the basic level that should be introduced and taught, but not necessarily mastered by all learners. Often developmental skills at one grade level become basic skills at a later grade or in a more advance course. Extensions are suggested for those learners who have mastered the required basic and recommended developmental skills. Extensions stress the higher order thinking, processing and problem solving skills. These extensions suggest ways for the teacher to broaden student learning on grade level without introducing more basic skills from subsequent grade levels. (TW)

ED 295 787 SE 049 044

Kaput, James J.
Multiplicative Word Problems and Intensive Quantities: An Integrated Software Response. Technical Report 85-19.
Educational Technology Center, Cambridge, MA.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 30 Aug 85
NOTE- 81p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Computer Assisted Instruction; *Computer Software; Computer Uses in Education; Division; *Elementary School Mathematics; Elementary Secondary Education; Mathematical Concepts; Mathematics Education; *Mathematics Instruction; Models; *Multiplication; *Secondary School Mathematics; *Word Problems (Mathematics)
IDENTIFIERS- Mathematics Education Research

This document reports on a project that is examining some of the difficulties encountered in teaching word problems involving multiplication, division, and intensive quantities. Some of the various uses of these operations and their structures are considered. Described are discoveries and assumptions regarding students' cognitive models of these operations, especially as they pertain to intensive quantities. The report also describes the project's computer software being developed to enrich and render more flexible student cognitive models of these operations and their quantities. (TW) use of erroneous strategies. In the first experiment, bilinguals took longer than monolinguals to comprehend sentences containing negations, although there were no interactions between sentence construction and language background that would suggest the use of qualitatively different strategies by the two groups. The intervention procedure used in the second experiment was extremely effective for monolinguals and for most bilinguals, as measured by performance a week later. When subjects returned to be tested six months later, the improvement in performance was maintained for the monolinguals, but not the bilinguals. The educational implications of these findings are discussed. (Author)

ED 295 802 SE 049 176

Marshall, Sandra P.
Schema Knowledge for Solving Arithmetic Story Problems: Some Affective Components.
San Diego State Univ., CA. Center for Research in Mathematics and Science Education.
SPONS. AGENCY- Office of Naval Research, Arlington, Va.
REPORT NO.- CRMSE-88-01
PUB DATE- May 88
NOTE- 25p.
CONTRACT- N-00014-K-85-0661
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Affective Behavior; Affective Measures; *Cognitive Structures; Elementary Education; *Elementary School Mathematics; Mathematics Curriculum; Mathematics Education; Mathematics Instruction; *Problem Solving; *Schemata (Cognition)
IDENTIFIERS- *Mathematics Education Research

This report discusses the role of affect in cognitive processing. The importance of affect in processing mathematical information is described in the context of solving arithmetic story problems. Some ideas are offered about the way affective responses to mathematical problem solving situations influence the development, maintenance, and retrieval of information stored in human memory. A model of human memory based on schema knowledge structures is outlined. A way that affective information may be stored within a schema is suggested. The report concludes with a discussion of some affective responses to mathematics evidenced by students' comments as they worked with story problems. (PK)

to the teaching of a mathematic topic is included. The discussion of this paper is presented in the form of a dialogue with the words of the mathematics educator appearing in Roman type and the second-language educator writing in italics. (RT)

ED 295 817 SE 049 198

The Harnessed Atom. Nuclear Energy & Electricity. Teacher Guide.

Department of Energy, Washington, DC. Nuclear Energy Office.

REPORT NO.- DOE/NE-0073

PUB DATE- 86

NOTE- 262p.; For a related document, see SE 049 199. Drawings may not reproduce well. Filmstrip not included with document from EDRS.

AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.

LANGUAGE- English

EDRS Price - MF01/PC11 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Tests, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- *Controversial Issues (Course Content); *Energy Education; Environmental Education; Middle Schools; *Nuclear Energy; *Nuclear Power Plants; *Science Activities; Science and Society; Science Curriculum; Science Education; Secondary Education; *Secondary School Science; Social Studies

This document is part of a nuclear energy curriculum designed for grades six through eight. The complete kit includes a written text, filmstrip, review exercises, activities for the students, and this teachers guide. The 19 lessons in the curriculum are divided into four units including: (1) "Energy and Electricity"; (2) "Understanding Atoms and Radiation"; (3) "The Franklin Nuclear Powerplant"; and (4) "Addressing the Issues." The teachers guide contains suggestions for using the materials, including ideas for a learning center. It was developed to help teachers teach concepts as well as basic skills. Also included are discussion questions, answers to review exercises and activities, a list of materials, and a list of additional resources. (TW)

by this document are: (1) technical competence; (2) information exchange; (3) professional development; and (4) professional standards. The appendices include a discussion of public information and media outreach activities, and a survey of journalists' perceptions of engineers, physicians, and scientists. (TW)

ED 295 832 SE 049 213

Snir, Joseph; And Others
The Truth, but Not the Whole Truth: An Essay on Building a Conceptually Enhanced Computer Simulation for Science Teaching. Draft Article. Technical Report 88-18.
Educational Technology Center, Cambridge, MA.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jun 88
NOTE- 31p.; Drawings may not reproduce well.
CONTRACT- 400-83-0041
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Computer Simulation; Computer Software; *Computer Uses in Education; *Concept Formation; Educational Improvement; *Educational Innovation; *Educational Objectives; Elementary School Science; Elementary Secondary Education; Misconceptions; Physical Sciences; Science Education; Science Instruction; *Secondary School Science; Teaching Methods
IDENTIFIERS- *Science Education Research

Many feel that an advantage to using computer simulations in science teaching is that they give students the opportunity to witness or perform experiments which might otherwise be too expensive, time consuming, or dangerous for them to do. Simulations attempt to mimic the kind of experience students get in a laboratory and help students learn new facts. It is held that simply providing students with laboratory experience does not help them to understand the ideas of scientists. This paper urges researchers, educators and software designers to consider how computer simulations can be used to bring about conceptual change and understanding. The purpose of this paper is to provide a rationale for designing conceptually enhanced simulations and describe their underlying structure. Part one discusses natural

LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Hazardous Materials; *Nuclear Energy; *Nuclear Power Plants; *Nuclear Technology; *Radiation; *Radiation Effects; Safety; Science Education; Waste Disposal
IDENTIFIERS- *Nuclear Industry; Nuclear Wastes; Radioactive Wastes; Radioactivity

Electricity is an increasingly important part of our everyday lives. Its versatility allows one to heat, cool, and light homes; cook meals; watch television; listen to music; power computers; make medical diagnosis and treatment; explore the vastness of space; and study the tiniest molecules. Nuclear energy, second to coal, surpasses natural gas, oil, and hydroelectric power as an energy source for the production of electricity in the United States. With over 100 nuclear powerplants licensed for commercial operation, nuclear energy supplies over 16 percent of the electricity produced in the United States. Coal and nuclear energy are the two sources most capable of meeting increasing electrical needs of the United States in the foreseeable future. Provided in this pamphlet are answers to some frequently asked questions about nuclear energy to help in the understanding of this source of electricity. Sections included are: (1) "Introduction"; (2) "Nuclear Power Basics"; (3) "Radiation"; (4) "Safety"; (5) "Nuclear Waste"; and (6) "The Future." Some of the questions addressed include: "What is nuclear energy?"; "Where does radiation come from?"; "How safe are nuclear powerplants?"; "What does the term 'meltdown' mean?"; "What is nuclear waste?"; "How does the United States dispose of nuclear waste?"; and "What is the future of nuclear energy?" (RT)

ED 295 848 SE 049 237

Abbott, Muriel M.; Lisa-Johnson, Barbara
Citywide Results of the New York City 1987 Science Survey Grades 5 and 8. OEA R&D Report.
New York City Board of Education, Brooklyn. Office of Educational Assessment.
PUB DATE- 88
NOTE- 16p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

lessons that emphasize the themes of: (1) the nature of world history; (2) a world history global perspective; (3) synchronizing world history; (4) a student interest inventory; and (5) a student pre-test. Each lesson includes an outline of: (1) central themes; (2) objectives; (3) required materials; (4) a lesson plan; (5) student-related activities and handouts; (6) resources; and (7) references. The World History Project student interest inventory and pre-test are included, along with answer sheets. This document also features maps, timelines, pictures, charts, and graphs, that can be used as integral parts of class activities. (JHP)

ED 295 862 SO 019 011

Report of the Virginia Commission on the Bicentennial of the United States Constitution to the Governor and Virginia General Assembly.

Virginia Commission on the Bicentennial of the United States Constitution, Charlottesville.

PUB DATE- Dec 87
NOTE- 37p.; Illustrative materials may not reproduce clearly.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- *Citizen Participation; Citizenship Education; Citizenship Responsibility; Community Education; Community Organizations; *Public Affairs Education
IDENTIFIERS- Bicentennial; Bill of Rights; *United States Constitution; *Virginia

The U.S. Constitution bicentennial celebrations across the state of Virginia have contributed to greater public understanding of the Constitution and enhanced appreciation of the immense contribution that Virginians made to the document. Virginians have discovered that the story of the U.S. founding is also a Virginia story. Even after the nation's celebration, the bicentennial continues to offer Virginia a unique educational opportunity. The Bill of Rights and the Constitution are but different threads of the fabric of the founding period, from 1787 to 1791. For this reason, the life of the Virginia Commission on the Bicentennial of the United States Constitution extends through the 200th anniversary of the ratification of the Bill of Rights. Highlights of the 1987 bicentennial celebration included: (1) the public opening of James Madison's home, Montpelier; (2) the trip of the "Constitution Train" to Philadelphia commemorating Edmund Randolph's presentation of the Virginia Plan to the Philadelphia Convention; (3) public knowledge necessary to acquire a basic understanding of United States history and geography. The skills and objectives for eighth grade are on five ability levels. World history objectives, delineated on four different ability levels, help students to better understand the present through a more complete knowledge of the past. United States history goals and objectives emphasize the understanding of the U.S. Constitution and important events that shaped this country's past and are outlined on four ability levels. Sociology skills and objectives are designed to help students understand the patterns and regulations in human social behavior. Understanding and assuming the responsibilities of democratic citizenship undergirds the study of contemporary American issues. The contemporary American issues course has objectives and skills at four levels ability levels. (SM)

ED 295 876 SO 019 081

Frazier, Louise; And Others
Social Studies: Elementary School Guide for Teaching about Human Rights.
Detroit Public Schools, Mich. Dept. of Curriculum Development Services.
PUB DATE- 81
NOTE- 127p.; For related documents, see SO 019 082-084.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Civil Liberties; *Civil Rights; Curriculum Guides; Educational Objectives; Elementary Education; Equal Opportunities (Jobs); Equal Protection; Global Approach; International Education; Learning Activities; Political Attitudes; *Social Studies; World Problems
IDENTIFIERS- Declaration of the Rights of the Child; Universal Declaration of Human Rights

Human rights are those essentials of human existence that are inherent in the species. They are moral claims that satisfy the basic needs of all human beings. Ten major goals and numerous objectives were developed to undergird the Detroit (Michigan) curriculum, and this guide is established around the 10 major goals for teaching students about human rights with activities and resources appropriate for elementary students. Each of the 38 lessons is structured around one of the major goals and provides issue concludes with student and community discussion questions and resources. (SM)

ED 295 890 SO 019 193

Stakes, Mary E.
Constitution 200: Teaching Resources on the U.S. Constitution.
Georgia Univ., Athens. Carl Vinson Inst. of Government.
SPONS. AGENCY- National Endowment for the Humanities (NFAH), Washington, D.C.
PUB DATE- Oct 87
NOTE- 18p.; For related document, see SO 019 194.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; *Audiovisual Aids; *Constitutional History; Constitutional Law; Elementary Secondary Education; Information Sources; *Instructional Materials; Reference Materials; *Resource Materials; *Social Studies
IDENTIFIERS- *United States Constitution

Materials and resources to aid teachers in the instructional process on the U.S. Constitution are annotated in this document. The 50 listings include: (1) teaching materials; (2) periodicals; (3) audio-visual materials; and (4) background books. Each of the annotations includes: (1) a citation; (2) a description of the item; and (3) source identification for the material. (SM)

ED 295 891 SO 019 194

Hepburn, Mary A., Ed.; And Others
Constitution 200: A Bicentennial Collection of Essays.
Georgia Univ., Athens. Carl Vinson Inst. of Government.
SPONS. AGENCY- National Endowment for the Humanities (NFAH), Washington, D.C.
REPORT NO.- ISBN-0-89854-126-3
PUB DATE- 88
NOTE- 192p.; For related document, see SO 019 193.

PUB TYPE- Books (010) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Biology; Biomechanics; Human Body; *Kinesthetic Perception; *Motion; Motor Development; *Motor Reactions; *Neurological Organization

This textbook provides a scientific basis for the study of human motion. The eight chapters are organized under three major sections. Part One--The Force-Motion Relationship--contains chapters on (1) motion; (2) force; (3) types of movement analysis. In Part Two--The Simple Joint System--chapters concern (4) simple joint system components; (5) simple joint system operation. In Part Three--Movement: A System-Surround Interaction--chapters deal with (6) control of muscle force; (7) patterns of muscle activation; (8) performance evaluation. The appendices provide information on: (1) metric units; (2) basic mathematics; (3) natural trigonometric functions; (4) body segments; and (5) abbreviations. Problems are posed at the end of each chapter and their solutions are given following the last appendix. A glossary of terms and references are also included. (JD)

ED 295 907 SP 030 234

Taylor, Paul M., Ed.; Taylor, Diane K., Ed.
Conquering Athletic Injuries.
American Running and Fitness Association, Washington, DC.
REPORT NO.- ISBN-0-88011-305-7
PUB DATE- 15 Jul 88
NOTE- 344p.
AVAILABLE FROM- Leisure Press, PO Box 5076, Champaign, IL 61820 ($19.95).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Books (010) Collected Works - General (020)
DESCRIPTORS- *Athletics; *Exercise Physiology; Injuries; Physical Fitness; *Prevention; *Running; *Sports Medicine
IDENTIFIERS- *Overuse Injuries

The purpose of this book is to be a source of complete, reliable, and practical sports medicine information. Experts from the American Running and Fitness Association describe in clear language how overuse injuries occur, how to recognize and self-treat them, when to seek professional help, and how to prevent future injuries. The book also features extensive cross-references designed to make incentive loans for students to become mathematics and science teachers. This report describes the employment status of loan recipients who completed teacher preparation programs as of November, 1987. Responses to the survey questionnaire from 199 teachers provided answers to the following questions: (1) What differences exist between those who teach full time and those who do not? (2) What types of teaching positions are held by those respondents who teach full time? (3) Among respondents who do not teach full time, what differences occur between those who work in related technical fields and those who teach part time? and (4) How extensively did loan recipients apply for teaching positions? A brief analysis is presented of the responses to each of these questions. (JD)

ED 295 924 SP 030 294

Bennison, Anne; And Others
Teachers' Voices in Curriculum Inquiry: A Conversation Among Teacher Educators.
PUB DATE- Oct 87
NOTE- 44p.; Paper presented at the Conference on Curriculum Theory and Classroom Practice (Dayton, OH, October 28-31, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Action Research; Individual Development; Research Utilization; Role Conflict; *Teacher Attitudes; Teacher Educators; *Teaching Experience; *Theory Practice Relationship

This document, in the form of a scripted conversation, represents the ongoing discussions of a group of teacher educators meeting regularly as a curriculum study group. One of several themes emerging from the conversations was that it is essential that the world-views of teachers be recognized, appreciated, and privileged. Serving as a core of much recent work in "action research," this position of professional respect is seen as enhancing work in curriculum theory and policy study. The point is also made that a collaborative understanding of teachers' "intuitive practical knowledge" between teachers and teacher educators will improve the work of both and enhance the likelihood of substantive educational change. Note is also taken of tensions and contradictions between what teachers sense intuitively and what is reflected in their practice. Specifically, teachers often confront scientistic views

EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Classroom Techniques; Foreign Countries; *Interpersonal Relationship; Moral Issues; Planning; *Role Conflict; Secondary Education; *Social Responsibility; Stress Variables; *Teacher Attitudes; *Teacher Role; Teacher Student Relationship
IDENTIFIERS- *Israel

Interviews were conducted with six Israeli junior high school teachers with the aim of identifying personal dilemmas they faced as teachers. Three of the interviewees were novice teachers; three more experienced. The subjects taught in Arab villages, a religious vocational Jewish school, and in a Kibbutz. Several educational contexts which give rise to teacher dilemmas were identified. The transition context created dilemmas for novices, which were related to professional identity and abilities, group membership, interpersonal relationships, and teacher status. Another context of teacher dilemmas was found to be within the areas of teacher planning and curriculum. Ethical problems and issues caused dilemmas in the context of classroom management. The societal context giving rise to dilemmas included moral and political issues and ideologies. Two major explanatory frames for teacher dilemmas were identified: the gap between ideology and reality, and the multiple obligations with which teachers are confronted. (JD)

ED 295 941 SP 030 355

Trumbull, Deborah J.
Teacher and Student Cognition. Why Should We Care?
PUB DATE- Apr 88
NOTE- 22p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Affective Objectives; *Cognitive Processes; Cognitive Structures; *Concept Formation; *Educational Change; Elementary Secondary Education; Emotional Response; Perception; *Research Methodology

This paper presents a critique of current research on functional understanding of thinking and teaching. Three trends in cognitive

Nandakumar, Ratna
Modification of Stout's Procedure for Assessing Latent Trait Unidimensionality.
PUB DATE- Apr 88
NOTE- 11p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Algorithms; *Latent Trait Theory; *Monte Carlo Methods; Standardized Tests; Statistical Bias; *Statistical Significance; Statistical Studies
IDENTIFIERS- *Parametric Analysis; *Stouts Procedure

The effectiveness of Stout's procedure for assessing latent trait unidimensionality was studied. Strong empirical evidence of the utility of the statistical test in a variety of settings is provided. The procedure was modified to correct for increased bias, and a new algorithm to determine the size of assessment sub-tests was used. The following two issues were addressed via a Monte Carlo simulation: (1) the ability to approximate the nominal level of significance via the observed level of significance; and (2) the power of the statistical test while undergoing the modifications. Results indicate that Stout's statistic and the procedure, which grew directly out of a meaningful conceptual definition of test dimensionality, avoids the issue of parametric model correctness, attracts the support of asymptotic theory, has modest computational requirements, and receives support from Monte Carlo simulations. (TJH)

ED 295 956 TM 011 717

Harker, Jill K.; Cope, Ronald T.
The Effect of Several Variables on Judgmentally-Obtained Cut Scores.
PUB DATE- Apr 88
NOTE- 25p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (New Orleans, LA, April 6-8, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *College Applicants; College Entrance Examinations; Disadvantaged; Higher Education; Remedial Instruction; Standards; *Student Placement; Test Format; Test Length; *Timed Tests
IDENTIFIERS- *Academic Assessment and Placement Program; *Speededness (Tests); Tennessee

The effect of time limits on the completion rate of 8,290 students taking the reading comprehension section of the Academic Assessment and Placement Program (AAPP) was studied. The AAPP is a Tennessee configuration of items drawn from the College Board's multiple assessment programs and services item pool. It is a battery of tests used for diagnostic placement of Tennessee students into remedial or developmental courses. Students under 21 years old with an American College Tests (ACT) Composite Score of 15 or below and students 21 years old or older with no ACT test on file are required to take the AAPP tests in English, mathematics, reading comprehension, and logical relationships. For the study population as a whole, and by sex and age, no substantial effects of time limits were observed. Differential completion rates by race were noted at all 20 Tennessee State Board of Regents institutions evaluated, with whites having higher completion rates than blacks. Such differences should become a priority for study. Seven graphs are presented. (SLD)

ED 295 971 TM 011 772

Micceri, Theodore
Estimating the Reliability of the CITAR Computer Courseware Evaluation System.
PUB DATE- Sep 87
NOTE- 57p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Computer Assisted Instruction; Computer Software; *Courseware; *Instructional Material Evaluation; Programed Instructional Materials; *Reliability
IDENTIFIERS- *CITAR Computer Courseware Evaluation Model

In today's complex computer-based teaching (CBT)/computer-assisted instruction market, flashy presentations frequently prove the most important purchasing element, while instructional design and content are secondary to form. Courseware purchasers must base decisions upon either a vendor's presentation or some published

PUB DATE- Apr 88
NOTE- 8p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cognitive Psychology; *Cognitive Structures; Epistemology; *Intelligence; Intelligence Tests; *Psychometrics; Scores
IDENTIFIERS- *Cognitive Frameworks; *General Intelligence (g)

General intelligence ("g") is one of the most important, and least understood, phenomena in psychometric psychology. Yet "g" is an issue that is largely ignored in cognitive studies of aptitude. In the current paper, an attempt is made to bridge the gap between psychometric data and cognitive theory, using two major performance frameworks (structural and resource/capacity frameworks). Neither framework explains all phenomena related to general intelligence. The concept of "attentional resources" is currently the most viable cognitive analog of "g". It is unlikely that "g" is merely a complete set of elementary cognitive components. More likely, intelligent performance depends on both activating resources for thought and strategies and knowledge affecting the allocation of those resources. Clearly, resources and strategies are both involved in any individual test score. It is conceivable, however, that resources are primary to "g". (TJH)

ED 295 987 TM 011 831

Neel, John H.
Methods for Determining Minimal Effect Sizes in Power and Sample Size Calculations.
PUB DATE- Mar 88
NOTE- 27p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Effect Size; Error of Measurement; Meta Analysis; *Sample Size; Scores; Statistical Analysis

Accuracy of Option Elimination Prediction: Effect of a Technique To Improve Rater Agreement with Empirical Data.
PUB DATE- 87
NOTE- 21p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Certification; College Students; *Cutting Scores; *Difficulty Level; *Feedback; Higher Education; *Item Analysis; Licensing Examinations (Professions); Minimum Competency Testing; Multiple Choice Tests; Professors; Scoring; *Test Items
IDENTIFIERS- *Nedelsky Method; Rater Reliability; Standard Setting

The effects of feedback about the ratings of other judges on subsequent ratings using the Nedelsky method and the ability of judges to retain or eliminate options in a manner consistent with the judgments of minimally competent examinees were studied using data from a basic algebra examination administered to 227 college students in 1987. The instrument used included 35 four-option multiple-choice items and was administered to the subjects at the start of an introductory statistics course to identify those in need of remedial instruction. Seven experienced instructors (judges) provided item ratings. Feedback did have an effect. Correlations between judges' estimates of item difficulty and the actual item difficulty increased slightly on the second rating. Improvements in both correlations and the accuracy of option elimination suggest that iterative procedures may be of value with the Nedelsky method. The requirement that judges evaluate individual options in a Nedelsky procedure can lead to accurate assessments of the plausibility of options. Nine tables present the study results. (SLD)

ED 296 003 TM 011 923

Perlman, Carole L.; And Others
Investigating the Stability of Four Methods for Estimating Item Bias.
PUB DATE- Apr 88
NOTE- 21p.; Paper presented at the Annual Meeting of the National Council for Measurement in Education (New Orleans, LA, April 5-9, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)

NOTE- 17p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Black Students; *Economic Factors; *Educational Attainment; Educational Research; *Educational Status Comparison; High Schools; High School Students; Longitudinal Studies; Mothers; Parent Background; Parent Role; *Poverty; Socioeconomic Influences; *White Students

This report examines how periods of poverty affect children's educational attainment. Educational attainment is measured by whether a student is at or behind the modal grade level expected for each given age. A cross-tabular analysis was performed on a sample of 16-, 17- and 18-year-old children who were in high school at some point during the 1978 to 1983 period using data from the Panel Survey of Income Dynamics (PSID) longitudinal surveys. The report cautions users that the PSID data are limited for educational research. The findings are the following: (1) for all students, short-term poverty is not expected to affect educational attainment; (2) for all students, longer periods in poverty increase the probability of lagging behind modal grade level; and (3) for white students, there is a statistically significant connection between the amount of time spent in poverty and the lag in modal grade level that is not present for black students. A series of regression analyses support the finding that years in poverty is related to educational attainment for all students and for whites, but not statistically related for blacks. The analyses also indicate a relationship between educational attainment and the following social and family factors: (1) parents' education; (2) mother's attendance at PTA meetings; (3) age of the mother at the child's birth; and (4) whether the mother was divorced or separated. Five statistical tables are included. (FMW)

ED 296 018 UD 026 156

Waxman, Laura DeKoven; Reyes, Lilia M.
A Status Report on Homeless Families in America's Cities. A 29-City Survey.
United States Conference of Mayors, Washington, D. C.
PUB DATE- May 87
NOTE- 57p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.

LANGUAGE- English
EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Education; *Bilingual Education Programs; Elementary Secondary Education; English (Second Language); Federal Legislation; Federal Programs; *Foreign Nationals; Program Budgeting; Program Costs; Residence Requirements; *State Federal Aid; State Programs; *Undocumented Immigrants
IDENTIFIERS- Congress 100th; Immigration and Naturalization Service; *Immigration Impact; Immigration Law; Immigration Legislation; Proposed Legislation

This document comprises the testimony, prepared statements, letters, and supplementary materials presented at a hearing before the House Committee on Education and Labor on the implementation of the Immigration Reform and Control Act of 1986 and its impact on the ability of the states to provide basic services to the newly legalized alien population. Among the issues addressed are the following: (1) what is the ability of the educational system to meet the needs of not only the newly legalized children, but of the adult population as well; and (2) how can regulations for administering grants to reimburse the states for the costs of providing additional resources to legalized aliens be improved to ensure a fair and equitable distribution of the billion dollars of federal funds appropriated for this purpose? Most of the individuals who testified are education professionals working in locations with a high proportion of immigrant and non-English speaking students. (BJV)

ED 296 031 UD 026 227

Community Services Programs Amendments of 1986. Report from the Committee on Education and Labor, together with Supplemental and Additional Views (To Accompany H.R. 4421). 99th Congress, 2d Session.
Congress of the U.S., Washington, D.C. House Committee on Education and Labor.
REPORT NO.- House-R-99-545
PUB DATE- 17 Apr 86
NOTE- 21p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)

from $10,000 to $15,000). (BJV)

ED 296 044 UD 026 241

Owens, Tom; And Others
Ideas for Action in Education and Work: Helping At-Risk Youth Succeed.
Northwest Regional Educational Lab., Portland, OR. Education and Work Program.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Dec 87
NOTE- 13p.
CONTRACT- OERI-400-86-0006
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Agency Cooperation; College School Cooperation; Dropout Programs; Dropouts; Early Experience; Educational Policy; Elementary Secondary Education; Employment Programs; Higher Education; *High Risk Students; Migrant Youth; *Program Descriptions; *Program Development; Program Effectiveness; School Business Relationship; School Community Relationship; *State Programs; Youth Employment; *Youth Programs
IDENTIFIERS- Empowerment; Partnerships; Policy Implementation; United States (Northwest)

This document reviews programs and policy initiatives in the following Northwestern States aimed at reducing the number of youth who are at risk of dropping out of school or remaining unemployed: (1) Alaska; (2) Hawaii; (3) Idaho; (4) Montana; (5) Oregon; and (6) Washington. The following regional trends are identified: (1) establishing collaboration between schools, businesses, and the community; (2) establishing business/education partnerships; (3) empowering local citizens; (4) listening to students' complaints, needs, and desires; (5) helping at-risk youth to acquire the skills they need for college; and (6) developing multifaceted strategies to counter dropping out and joblessness. Recommendations for policymakers are offered. Related Northwest Regional Educational Laboratory (NWREL) activities are discussed. A short bibliography of related NWREL publications is included. (BJV)

*Homeless People; *Housing Deficiencies; *Housing Needs; *Low Income Groups; Low Rent Housing; *Poverty; Public Housing; Welfare Services
IDENTIFIERS- *New York (New York); Reagan Administration

According to Congressman Charles E. Schumer in his opening statement, the deqrease in Federal housing funds is inextricably linked to the increase in homelessness. Since 1981 the Reagan Administration has been systematically dismantling the nation's housing programs, leaving tens of thousands of low-income people homeless. In 1982 there were 1,088 homeless families in New York City; by 1987 the number had risen to 5,100. Among the witnesses at this hearing were victims of the Administration's housing policy: people who have lost their homes because of cuts in low-income programs, and people who will soon lose their homes if the present cuts continue. Other witnesses include Congressman Mario Biaggi, Mayor Edward I. Koch, and Andrew Cuomo. Prepared statements, charts, and additional information are appended. (BJV)

ED 296 058 UD 026 270

Amorose, Alice M.
Summer Academic Skills Enhancement Program, Summer 1987. Final Evaluation Report. Private Industry Council of Franklin County Job Training Partnership Act.
Columbus Public Schools, OH. Dept. of Evaluation Services.
PUB DATE- 87
NOTE- 28p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; *Achievement Gains; Achievement Rating; *Adolescents; Basic Skills; *Compensatory Education; Grade Equivalent Scores; High Schools; Mathematics Achievement; Pretests Posttests; Program Descriptions; *Program Effectiveness; *Program Evaluation; Reading Achievement
IDENTIFIERS- Comprehensive Tests of Basic Skills; Job Training Partnership Act 1982; *Ohio (Franklin County)

The 39-day Summer Academic Skills Achievement Program in Franklin County, Ohio, was designed to increase the basic reading and mathematics skills of persons of at least high school age. It enabled clients to earn a full credit and up to $200 ($3.35 an hour) for successfully completing the program. Among the major findings of an evaluation of the program are the following: (1) a

ED 295 788 SE 049 074

Evaluation of Two Rough-Cut Programs from "Solve-It." Research Report Number 98.

Agency for Instructional Technology, Bloomington, IN.

PUB DATE- Mar 87

NOTE- 19p.; Some illustrations may not reproduce well.

AVAILABLE FROM- Agency for Instructional Technology, Box A, Bloomington, IN 47402 ($2.50).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reports - Evaluative/Feasibility (142) Reports - Research/Technical (143)

DESCRIPTORS- Educational Technology; *Educational Television; Elementary Education; *Elementary School Mathematics; Geometric Concepts; Mathematics Curriculum; Mathematics Education; *Mathematics Instruction; *Measurement; *Problem Solving; Tables (Data); Volume (Mathematics)

This report describes the evaluation of two video programs from "Solve It," a sixth-grade mathematics series. The 18-part series is designed to improve students' critical thinking and problem-solving skills in mathematics. The purpose of the evaluation was to determine the instructional effectiveness and appeal of two rough-cut programs, "Geometry and Measurement: Measuring Volume," and "Problem Solving: Drawing and Interpreting Tables and Diagrams." The programs were shown to fifth- and sixth-grade students at nine schools in Illinois, Indiana, New Jersey, and New Mexico. In nearly all cases, evaluators obtained both student and teacher comments and scores from tests given before and after viewing. Reviewers found "Measuring Volume" to be both instructionally effective and enjoyable to watch. Students had a hard time understanding certain parts of "Drawing and Interpreting Tables and Diagrams." Teachers and students found the information too technical to grasp in such a short time. (PK)

ED 295 789 SE 049 076

ED 295 803 SE 049 177

Jankowski, John E., Jr.
National Patterns of Science and Technology Resources: 1987. Surveys of Science Resources Series.
National Science Foundation, Washington, D.C. Div. of Science Resources Studies.
REPORT NO.- NSF-88-305
PUB DATE- Jan 88
NOTE- 88p.; Charts, graphs, and small print may not reproduce well.
AVAILABLE FROM- National Science Foundation, Forms & Publications Unit, 1800 G Street, NW, Washington, DC 20550 (free while supply lasts).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) -- Numerical/Quantitative Data (110)
DESCRIPTORS- College Mathematics; College Science; *Economic Factors; *Employment Patterns; Engineering Education; Engineers; *Government Role; Higher Education; Mathematics Education; *Research and Development; *Science Education; Scientists; Secondary Education; Secondary School Mathematics; Secondary School Science; Technological Advancement
IDENTIFIERS- *National Science Foundation

The dual concerns of economic competitiveness and national security have provided the main impetus behind the continued growth in support for research and development (R&D) by both government and industry. The funding of science and technology is a major factor behind capital and labor productivity increases. This report presents a summary of comprehensive measures of the financial and human resources that sectors of the U.S. economy devote to scientific and technological activities. Areas discussed include: (1) "R&D Expenditures"; (2) "Scientists and Engineers"; (3) "R&D Trends and the National Economy"; (4) "R&D Performance"; (5) "Research and Development by National Objective"; (6) "The Federal R&D Funds/Total Budget Funds Ratio"; (7) "The R&D/GNP Ratio"; (8) "Basic Research, Applied Research, and Development"; (9) "Basic Research"; (10) "Applied Research"; (11) "Development"; (12) "Full-Time Equivalent (FTE) R&D Scientists and Engineers"; (13) "International Comparisons"; (14) "Employment Trends"; (15) "S/E Labor Market Balance"; (16) "Sectoral Patterns and Trends"; (17) "Doctoral Scientists and Engineers"; (18) "Foreign Citizen

ED 295 818 SE 049 199

The Harnessed Atom: Nuclear Energy & Electricity.
Department of Energy, Washington, DC. Nuclear Energy Office.
REPORT NO.- DOE/NE-0072
PUB DATE- 86
NOTE- 139p.; For teachers guide, see SE 049 198. Drawings may not reproduce well.
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Controversial Issues (Course Content); *Energy Education; Environmental Education; Middle Schools; *Nuclear Energy; *Nuclear Power Plants; *Science Activities; Science and Society; Science Curriculum; Science Education; Secondary Education; *Secondary School Science; Social Studies

This document is part of a nuclear energy curriculum designed for grades six through eight. The complete kit includes a written text, review exercises, activities for the students, and a teachers guide. The 19 lessons in the curriculum are divided into four units including: (1) "Energy and Electricity"; (2) "Understanding Atoms and Radiation"; (3) "The Franklin Nuclear Powerplant"; and (4) "Addressing the Issues." This student guide is intended to review the basic scientific principles that underlie nuclear energy. It includes an appendix which contains a map of the Franklin nuclear powerplant, and a glossary of terms. (TW)

ED 295 819 SE 049 200

Fraser, Barry J.; Tobin, Kenneth
Psychosocial Environment in Exemplary Teachers' Classrooms.
PUB DATE- 88
NOTE- 38p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988). Charts and drawings may not reproduce well.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference

phenomena and defines the problem. Part two discusses model systems and identifies the kinds that may play a role in helping students understand the theoretical frameworks of scientists. The third part shows how these ideas were applied in developing a simulation to teach the concepts of weight and density. Twenty-five references are listed. (CW)

ED 295 833 SE 049 214

Carey, Susan; And Others
What Junior High School Students Do, Can, and Should Know about the Nature of Science and Scientific Inquiry. Technical Report 88-2.
Educational Technology Center, Cambridge, MA.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Mar 88
NOTE- 72p.
CONTRACT- 400-83-0041
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Critical Thinking; *Epistemology; Inquiry; Junior High Schools; *Junior High School Students; *Knowledge Level; *Program Descriptions; Science Education; Science Instruction; Scientific Attitudes; *Scientific Methodology; Secondary School Science

One goal of science educators is to help students to understand the nature of scientific knowledge and reasoning. Reported are ideas related to what junior high students do, can and should know about the nature of science and the use of technology in imparting such knowledge. The studies reported in this document are designed to probe junior high students' initial understanding of the nature and purpose of science, the process of scientific inquiry, and to explore whether it is possible to move students beyond their initial conceptions. Study 1 reports the first field trial of a unit designed to replace the typical junior high unit on the scientific method. Study 2 reports the results of a trial in which a teacher used this unit with her seventh grade classes. Appendices include: (1) "Study 1 Written Test"; (2) "Study 1 Clinical Interview"; (3) "Quantitative Analysis of Study 1 Pre/Posttest Clinical Interview"; (4) "Study 2 Written Test"; and (5) "Study 2 Revised Clinical Interview." (CW)

Reports - Research/Technical (143)
DESCRIPTORS- Achievement Gains; *Achievement Tests; Biology; Chemistry; Earth Science; *Elementary School Science; *Grade 5; *Grade 8; Intermediate Grades; Junior High Schools; *Mastery Tests; Physics; Science Education; Science Tests; *Secondary School Science; Special Education; Surveys
IDENTIFIERS- *New York (New York)

Fifth and eighth grade students in New York City participated in a citywide science survey for the fourth consecutive year in 1987. These surveys were designed to assess overall achievement in the pre-high school grades and to provide school, district and citywide summary information about student performance in basic areas of the science curriculum. Another purpose was to facilitate staff development in areas of greatest instructional need. The content areas included were biology, earth science, physics, chemistry, and process skills, plus geology, weather, and astronomy in grade eight. This document contains discussions of the process, administration, findings, reliability and validity of the test. Tables include: (1) percentages of students reaching mastery in general science; (2) citywide results by subtest and total test in both general and special education; (3) summary of students tested citywide; and (4) mean p-value by district. (CW)

ED 295 849 SE 049 238

Guerrero, Frank; Ham, Sandra
Mathematics and Science Relicensing Project 1986-87. OEA Evaluation Report.
New York City Board of Education, Brooklyn. Office of Educational Assessment.
PUB DATE- Mar 88
NOTE- 48p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *College Science; *Females; Higher Education; *Inservice Teacher Education; *Licensing Examinations (Professions); *Masters Programs; Mathematics Education; Minority Group Teachers; Postsecondary Education; Professional Education; *Program Descriptions; Science Education

The Mathematics and Science Relicensing Project provides out-of-license mathematics and science teachers with an opportunity to complete the required coursework needed to qualify for the service television announcements throughout the state to raise public awareness; (4) the production and distribution of over 3,500 idea packages to schools and communities across the state; and (5) the development of local programs. The report also outlines plans for the 1988 celebration. Appendices include brief descriptions of 1987 activities and a list of speeches and presentations given that year. Newspaper montages and other illustrations are also included. (SM)

ED 295 863 SO 019 012

Oura, Yoko
What Kind of Knowledge Facilitates Memory of Melodies?
PUB DATE- 16 Jul 87
NOTE- 17p.; Paper presented at the Biennial Meeting of the International Society for the Study of Behavioral Development (9th, Tokyo, Japan, July 12-16, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cognitive Processes; *Memorization; *Memory; *Music; Music Education; Recall (Psychology); Recognition (Psychology)
IDENTIFIERS- *Melody

Melodic memory appears to be founded on building blocks that are memorized in terms of style-specific ordering rules, melodic prototypes, and memory strategies. Ordering rules concern musical form and construction, while melodic strategies involve sequences of several notes. This paper reports on research studies undertaken to test these concepts and examines student recognition and recall errors. Research indicates that both music domain-specific and general cognitive knowledge play important roles in supporting the memorization of musical melodies but that style-specific knowledge appears to be more critical in memorizing realistic and extended musical scores than general style or general cognitive knowledge. Figures and a seven item bibliography are included. (JHP)

ED 295 864 SO 019 034

objectives, learner outcomes, activities, and resources. The 10 goals help develop understandings that: (1) all people are interdependent; (2) all ethnic groups are unique and worthwhile; (3) the United Nations' Universal Declaration of Human Rights and the Declaration of the Rights of the Child are a goal for world peace and cooperation; (4) governments at national, state, and local levels affect one's human rights; (5) self-esteem in individuals is enhanced through the knowledge of human rights; (6) all people must be treated with dignity and respect; (7) apathy and indifference foster inhuman conditions; (8) racism, sexism, and genocide have been the results of political and economic structures of particular societies; (9) people have historically attempted to make their world a better place in which to live; and (10) myths and stereotypes about different people should be eliminated. (SM)

ED 295 877 SO 019 082

Todorov, Karen; And Others
Social Studies: Middle School Guide for Teaching about Human Rights.
Detroit Public Schools, Mich. Dept. of Curriculum Development Services.
PUB DATE- 81
NOTE- 170p.; For related documents, see SO 019 081-084.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Civil Liberties; *Civil Rights; Curriculum Guides; Educational Objectives; Equal Opportunities (Jobs); Equal Protection; Global Approach; International Education; Junior High Schools; Learning Activities; Middle Schools; Political Attitudes; *Social Studies; World Problems
IDENTIFIERS- Declaration of the Rights of the Child; Universal Declaration of Human Rights

Implementation of the 10 major goals and various objectives of the Detroit (Michigan) curriculum for teaching middle school students about human rights is done through a number of activities and resources. Each of the lessons is structured around one of the major goals and provides objectives, learner outcomes, activities, and resources. An examination of the finiteness of the earth's resources and the idea that these resources are the heritage of all humanity and generations engenders the idea that people are interdependent. To develop an awareness of the United Nations'

AVAILABLE FROM- Carl Vinson Institute of Government, Terrell Hall, University of Georgia, Athens, GA 30602 ($5.95).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010) Collected Works - General (020)
DESCRIPTORS- Civil Rights; *Constitutional History; *Constitutional Law; Due Process; Equal Protection; Justice; Secondary Education; Social Studies; United States Government (Course)
IDENTIFIERS- Federalism; Fourteenth Amendment; Judicial Review; Religious Freedom; Separation of Powers; *United States Constitution

Constitutional essays which formed the basis of public assemblies throughout three states are compiled in this book. The first three essays consider the U.S. government principles of federalism, judicial review, and the separation of powers. Michael L. Benedict proposes that the question of ultimate sovereignty has been answered differently by various groups according to their political needs. Martha I. Morgan, examines the source and extent of the power of the U.S. Supreme Court to review the constitutionality of state and federal acts. Richard H. Cox discusses the principle of the separation of powers. The remaining essays review issues related to the rights of the individual. The fourth essay (L. Carter) discusses separation of church and state. Procedural guarantees and the extension of the protections to the states through Supreme Court interpretation of the 14th Amendment are outlined in essay five (S. Talarico and E. Fairchild). The sixth essay (T. Freyer) traces the development of black voting rights. Essay seven (C. Bullock III) traces the expansion of federal issues based on the equal protection clause of the 14th Amendment. The closing essay (J. Soma and S. Oran) discusses privacy rights as they relate to personal information in an advanced information technology era. (SM)

ED 295 892 SO 019 216

Aronoff, Craig
Textiles, Tariffs, and Turnarounds: Profits Improved.
PUB DATE- 86
NOTE- 4p.; For related documents, see SO 019 323-324.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080)
DESCRIPTORS- Business Cycles; *Economic Change; Economic Climate;

it easy to locate information according to the name of the injury, the part of the body affected, or the location of the pain. (JD)

ED 295 908 SP 030 244

Grosse, Susan J.; Gildersleeve, Lisa A.
The Halliwick Method. "Water Freedom for the Handicapped."
Milwaukee Public Schools, Wis. Div. of Curriculum and Instruction.
PUB DATE- 86
NOTE- 38p.; Photographs will not reproduce well.
AVAILABLE FROM- Milwaukee Public Schools, Media Center, P.O. Drawer 10K, Milwaukee, WI 53201 ($5.50).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Adapted Physical Education; *Disabilities; Elementary Secondary Education; *Individualized Instruction; Physical Activities; *Physical Education; *Swimming; Teaching Methods
IDENTIFIERS- *Halliwick Method

The Halliwick Method originated in England where in 1949 James McMillan developed techniques for helping handicapped individuals become independent swimmers. Based on the adaptation of scientific and hydrodynamic principles to the behavior of the human body in water, the Halliwick Method emphasizes the goal of individual independence. Instruction is on a one-to-one basis. No buoyant aids are used. This manual contains a pictoral explanation of the Halliwick techniques and includes only the basic principles of the method. (JD)

ED 295 909 SP 030 252

The Georgia Career Ladder for Public Elementary and Secondary School Professional Personnel. Program Description.
Georgia State Dept. of Education, Atlanta.
PUB DATE- 2 Mar 88
NOTE- 103p.

of teaching and learning (represented by testing and pressures for accountability), and frequently see researchers as being remote from the classroom, and conducting studies which are unrelated to teachers' lives in schools and classrooms. The point is made that teacher educators often share many of these feelings and need to work collaboratively with teachers to reconcile theory and practice. (JD)

ED 295 925 SP 030 296

Holmes, Dennis H.; And Others
Study of Retirement Eligible DCPS Teachers for School Years 1986-1987 through 1990-1991.
District of Columbia Public Schools, Washington, DC. Div. of Quality Assurance and Management Planning.
PUB DATE- May 88
NOTE- 35p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Career Change; Elementary Secondary Education; Enrollment Projections; Policy Formation; *Public School Teachers; *Teacher Retirement; Teacher Shortage; Teacher Supply and Demand
IDENTIFIERS- *District of Columbia Public Schools

This report presents data obtained from a survey of District of Columbia public school teachers who would become eligible for retirement in school years 1986 through 1991. Findings indicate that well over one-third of the respondents plan to retire when first eligible at the age of 55, while 30 percent plan to delay retirement. If the remaining 29 percent of uncertain respondents make career decisions in a similar pattern, approximately two-thirds (64 percent) of the respondents may leave classroom teaching when first eligible for retirement. A copy of the survey questionnaire is appended, as well as tables presenting information on: (1) data summaries from retirement eligible teachers' survey; (2) retirement plans by gender; (3) retirement reasons and incentives not to retire by teaching assignment and gender; (4) reasons for not retiring by gender; and (5) retirement plans by first year of eligibility. References and suggested readings are also appended. (JD) research are examined. The "reification of mind" (the assumption that "mind" is an entity just as is body) is examined as a research trend that accepts knowledge as existing independent of the biographies, the intentions, and the activities of persons. Criticism is also leveled at the other trends which deny the emotional elements of learning and fail to consider the contexts of educating. It is pointed out that if strategies to facilitate comprehension and cognition are to be found, the meanings assigned to those strategies are likely to be interpreted through a framework developed in formal schools. If learning is to be improved, an examination is in order of the taken-for-granted structure of schools and how the structure must be modified. (JD)

TM

ED 295 942 TM 011 256

Day, Christopher
The Relevance of Classroom Research Literature to the Present Concerns Being Expressed about the Observation of Teachers in Classrooms for Appraisal Purposes.
PUB DATE- Sep 87
NOTE- 25p.; Paper presented at the British Educational Research Association Conference (Manchester, England, September 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Classroom Observation Techniques; *Educational Research; Educational Researchers; Professional Development; *Research Utilization; Secondary Education; Teacher Effectiveness; *Teacher Evaluation; Teacher Role; Theory Practice Relationship

The relevance of research to the role of teachers in classroom observation and appraisal is discussed. Focus is on: (1) the validity of classroom research literature and the credibility of classroom researchers, centering on content, methodology, and audience; (2) the role of research in teacher professionalism and empowerment; and (3) teacher learning and change. Most classroom

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cutting Scores; *Feedback; *Holistic Evaluation; *Interrater Reliability; *Licensing Examinations (Professions); Standards; Test Bias; *Test Theory
IDENTIFIERS- *Angoff Methods; P Values

Cut scores obtained for licensure tests using different judgmental methods of standard setting (holistic, test blueprint, Angoff, and modified Angoff) were compared. Nineteen educators and practitioners participated in this study as judges. Pre- and post-test feedback (feedback of total- and low-group item p-value) ratings were obtained under the Angoff and modified Angoff methods. Results indicate: (1) significant differences between cut scores by modified versus unmodified methods for one of eight test forms, but no indication of relative upward or downward biasing for either method; (2) confirmation of the hypothesized tendency of judges to adjust ratings to be closer to feedback p-values; (3) small differences between cut scores derived from sets of first and second ratings; (4) moderately similar cut scores for three of the four tests across holistic, blueprint, and Angoff methods; and (5) very similar cut scores across methods for the remaining test. (Author/TJH)

ED 295 957 TM 011 722

Thompson, Bruce
Canonical Correlation Analysis: An Explanation with Comments on Correct Practice.
PUB DATE- Apr 88
NOTE- 50p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Correlation; *Factor Analysis; *Multivariate Analysis
IDENTIFIERS- *Canonical Redundancy Statistic; Parametric Analysis; Univariate Analysis

This paper briefly explains the logic underlying the basic calculations employed in canonical correlation analysis. A small hypothetical data set is employed to illustrate that canonical correlation analysis subsumes both univariate and multivariate

evaluator rating. Unfortunately, these are almost certain to be biased by irrelevant factors such as color graphics or presentation speed. The Center for Interactive Technologies, Applications and Research (CITAR) Computer Courseware Evaluation Model (CCCEM) emphasizes the instructional components of such courseware, rather than the "bells and whistles" of the associated technology and provides descriptive information on more than 300 courseware components. Additionally, over 200 item-level tallies are synthesized into scores that may be used to compare similar packages on their instruction, management, physical, and presentational aspects. A study of the model's consistency found, on average, that seven of eight evaluators tend to agree on items and scores and that reliabilities for key scores are near 0.70. A comparison of traditional perceptual evaluations for the same courseware produced reliabilities averaging over 0.40 less than the CCCEM model, and agreements averaging 0.20 less. The results of this study suggest that the CCCEM fills the need of courseware purchasers for an objective, generic measure. Fifteen tables are included, and the distribution of CITAR scores attained by current CBT packages and item content of scales and sub-scales are appended. (Author/TJH)

ED 295 972 TM 011 778

Schattgen, Sharon F.; Osterlind, Steven J.
Estimating Norm-Referenced Information from a Criterion-Referenced Test: An Application of the ORT ONLY MODEL.
PUB DATE- Apr 88
NOTE- 94p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (New Orleans, LA, April 1988).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Criterion Referenced Tests; Elementary Secondary Education; *Equated Scores; *Estimation (Mathematics); Models; National Norms; *Norm Referenced Tests; Raw Scores; Test Interpretation
IDENTIFIERS- *ORT ONLY MODEL

An investigation is described of the ORT ONLY MODEL, which is one of four models being used to obtain national norm-referenced and local criterion- or objective-referenced information from a single assessment instrument. Raw scores on a norm-referenced test (NRT)

IDENTIFIERS- *Minimal Effect Size; *Power (Statistics)

Methods to aid the statistical researchers in making arguments as to what constitutes minimal effect size (MES) are outlined. By selecting MES and determining power for that effect, the researcher communicates to the reader what the researcher considers to be important and what the researcher's chances are for finding that effect or a larger one. Methods addressed include: (1) deriving MES from theory in an absolute manner; (2) relying on previous research; (3) assigning a monetary difference to the difference in hypothetical and real values; (4) appealing to authority; (5) accessing very large samples; (6) relying on traditionally accepted minimal sample sizes; (7) relating MES to a variable other that of immediate interest; (8) using grade equivalent scores; (9) using the MES from a meta-analysis; (10) adopting standard error of measurement; and (11) using small, medium, and large effect sizes for determination of power. Three graphs are presented. (TJH)

ED 295 988 TM 011 838

Brooks, Margaret G.

An Analysis of Variables for Predicting the Student Achievement of the Atlanta Public Schools.

Atlanta Public Schools, GA. Div. of Curriculum and Research Services.

PUB DATE- Apr 88

NOTE- 22p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Academic Achievement; *Achievement Tests; Elementary School Students; High School Students; Junior High School Students; Mathematics Achievement; Predictive Validity; *Predictor Variables; Reading Achievement; *Socioeconomic Status

IDENTIFIERS- *Atlanta Public Schools GA; Georgia Criterion Referenced Tests; *Iowa Tests of Basic Skills

Stepwise regression was used in 1986 and 1987 to determine the best predictor variables for predicting the percentage of students in the 113 Atlanta Public Schools scoring at or above the national norm in reading and mathematics on the Iowa Tests of Basic Skills/Tests of Achievement and Proficiency. Twenty elementary school, 16 middle school, and 16 high school variables were

DESCRIPTORS- Elementary Education; Elementary School Students; *Estimation (Mathematics); Item Banks; Minimum Competency Testing; Minority Group Children; Statistical Analysis; *Statistical Bias; *Test Bias; *Test Items; Test Reliability

IDENTIFIERS- Mantel Haenszel Procedure

The reliability of item bias estimates was studied for four methods: (1) the transformed delta method; (2) Shepard's modified delta method; (3) Rasch's one-parameter residual analysis; and (4) the Mantel-Haenszel procedure. Bias statistics were computed for each sample using all methods. Data were from administration of multiple-choice items from the Chicago Minimum Proficiency Skills Item Bank to 54,896 eighth graders, including Blacks, Whites, and Hispanics. The item bank consists of about 1,000 minimum competency items from which an annual form of 63 items is assembled. This study was based on the 46 items that were common to the 1984 and 1985 forms of the test. Thirty samples of each of 600 to 2,000 subjects were randomly drawn from the study population and tested over a 2-year period. Emphasis was whether bias related to socioeconomic differences existed. When individual group sizes were 666 or larger, the reliability of item bias indicators was quite adequate. For smaller groups, it was sometimes a problem. No one method consistently flagged more or fewer items across comparisons or the sample sizes. There was general agreement among methods on the proportion of times each item was indicated as being biased. Six tables provide the study data. (SLD)

ED 296 004 TM 011 924

Perlman, Carole L.; And Others

Should They Read the Questions First? A Comparison of Two Test-Taking Strategies for Elementary Students.

PUB DATE- Apr 88

NOTE- 15p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports Research/Technical (143)

DESCRIPTORS- Elementary Education; *Elementary School Students; Grade 4; Multiple Choice Tests; *Reading Comprehension; Reading Strategies; Reading Tests; Test Coaching; Testing; *Test Wiseness

IDENTIFIERS- Iowa Tests of Basic Skills

PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Emergency Programs; Emotional Problems; Family (Sociological Unit); *Family Problems; Family Programs; Food; *Homeless People; *Housing Needs; Human Services; Low Rent Housing; Nutrition; One Parent Family; Poverty; Urban Population; *Urban Problems

This survey assesses the status of homelessness among families in cities. The data were collected from city officials during April 1987. The findings include the following: (1) the number of homeless families increased by 31 percent during the last two years; (2) families represented one-third of the homeless and a single parent headed two-thirds of those families; (3) the number of families temporarily living with friends or relatives has increased; (4) the most serious problem faced by the homeless was lack of food and/or poor nutrition; (5) the major consequence of homelessness was emotional and psychiatric problems; (6) a main cause of homelessness was lack of affordable housing; (7) the number of shelter beds in the survey cities had increased over the last two years; (8) families must break up in order to be accommodated in most shelters; (9) 30 percent of the families seeking emergency shelter were turned away; (10) use of the shelters during specific times of the day and the length of stay in the shelters were limited; (11) most cities provided assistance in obtaining permanent housing and emergency food assistance; (12) low-income housing was the service most lacking; (13) the number of homeless families was expected to increase; and (14) every city cited the lack of affordable housing as a major barrier to permanently housing families in the future. Statistical tables, a copy of the survey questionnaire responses, and comments from respondents are included. (FMW)

ED 296 019 UD 026 205

Lally, J. Ronald; And Others
Long Range Impact of an Early Intervention with Low-Income Children & Their Families. The Syracuse University Family Development Research Program.
Far West Lab. for Educational Research and Development, San Francisco, CA. Center for Child & Family Studies.
SPONS. AGENCY- Grant (W.T.) Foundation, New York, N.Y.
PUB DATE- Sep 87
NOTE- 34p.; Also sponsored by the Harris Foundation.
LANGUAGE- English

DESCRIPTORS- *Community Programs; Day Care Centers; Educational Improvement; Elementary Education; Federal Aid; *Federal Legislation; *Federal Programs; *Poverty Programs; Preschool Education; *Program Budgeting; Program Costs; *Social Services; State Federal Aid
IDENTIFIERS- Community Services Block Grant Program; Congress 99th; Follow Through Services; Nutrition Services; Project Head Start; *Proposed Legislation

This report proposes amendments to H.R. 4421, a bill that authorizes appropriations for fiscal years 1987 to 1990 to carry out the following programs: (1) Head Start, for disadvantaged preschoolers; (2) Follow Through, for disadvantaged elementary school students; (3) State Grants for Dependent Care, for child care programs; (4) Community Services Block Grant, to mitigate some of the effects of poverty; and (5) Community Food and Nutrition Programs. A history of the various programs is provided. It is noted that the programs are effective and that no major legislative changes are proposed. Appropriations for each program are discussed. The Congressional Budget Office's cost estimate for H.R. 4421 is included. The texts of the portions of the bill to be amended, along with changes made by the bill in existing laws are also included. Supplemental views on H.R. 4421 are appended. (BJV)

ED 296 032 UD 026 229

Nightingale, Demetra Smith
Assessing the Employability of Welfare Clients.
Urban Inst., Washington, D.C.
PUB DATE- May 86
NOTE- 13p.; Paper presented at the New York State Department of Social Services Employment Training Conference (Albany, NY, May 22, 1986)
AVAILABLE FROM- The Urban Institute, 2100 M Street, N.W., Washington, DC 20037.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Career Counseling; Employment Counselors; Employment Interviews; Employment Programs; *Employment Qualifications; Employment Services; Federal Programs; Job Applicants; Job Training; *Needs Assessment; *Occupational Tests; Vocational Evaluation; *Welfare Recipients; *Welfare Services

ED 296 045 UD 026 242

Moon, Marilyn
Poverty among Elderly Women and Minorities. Changing Domestic Priorities Discussion Paper.
Urban Inst., Washington, D.C.
SPONS. AGENCY- Carnegie Corp. of New York, N.Y.; Ford Foundation, New York, N.Y.; John D. and Catherine T. MacArthur Foundation, Chicago, IL.
PUB DATE- Jan 85
NOTE- 31p.; Revised version of a paper presented at the Meeting of the Gerontological Society (November 1984).
AVAILABLE FROM- The Urban Institute, 2100 M Street, N.W., Washington, DC 20037.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Blacks; Economically Disadvantaged; *Economic Factors; Family Involvement; Family Relationship; *Females; Hispanic Americans; *Minority Groups; *Older Adults; *Poverty; Welfare Services; Widowed
IDENTIFIERS- Feminization of Poverty; Social Security

Measured by cash income, the rate of poverty among the age 65 and older population has fallen dramatically, especially since 1974--from 25 percent in 1968 to 14.1 percent in 1983. However, this decline is the result more of an increase in poverty rates for the nonelderly in recent years than of major progress in reducing poverty for those over 65. The decline is likely to continue. For elderly persons at all levels of income, Social Security benefits have contributed to growth in incomes. Each group of persons turning 65 in one year tends to be better off than the previous year's group. But such gains do not help those who are already elderly. The number of poor elderly has been dropping since 1980 but at a slower pace than suggested by the decline in the poverty rate. The number of poor elderly in 1983 was higher than the number in 1973. More than three-fourths of the elderly poor are women and minorities; the proportion of elderly in these groups has been growing. In 1983 women constituted 71.1 percent of the elderly poor, although they accounted for 59.1 percent of the total elderly; 56 percent of all elderly women are poor. Women over 65 living as unrelated individuals on the average get only about one-third as much from wages and salaries as do their male counterparts. Their risks of being poor change dramatically with their living arrangements. Poverty rates for elderly minorities

total of 216 clients were enrolled, and the average daily attendance was 167.8; (2) the age of the clients ranged from 14 to 20 with a median age of 16; (3) about half the clients were males, half females; (4) approximately 87 percent of the clients were black, and 11 percent were non-minority; (5) data from the 137 clients who took a reading or mathematics pretest and posttest, and who attended 80 percent of the program, revealed that there was a statistically significant improvement in their reading comprehension and mathematics computation; (6) the median grade equivalent of reading pretest scores was 7.3; of posttest scores, 8.7; (7) of the 136 clients in the evaluation sample, approximately 46 percent gained one or more years in reading; (8) the median grade equivalent of mathematics pretest scores was 7.4, and the median posttest scores, 8.5; and (9) of the 121 clients in the evaluation sample, approximately 58 percent gained one or more years in mathematics. Due to several problems it was not possible to collect posttest data on non-client individuals who served as controls; therefore it was impossible to determine the degree to which all the positive change could be attributed to the program. Data are presented on 24 tables and figures. (Author/BJV)

ED 296 059 UD 026 271

Vargas, Arturo
Literacy in the Hispanic Community.
National Council of La Raza, Washington, DC. Office of Research Advocacy and Legislation.
PUB DATE- Jul 88
NOTE- 43p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Numerical/Quantitative Data (110)
DESCRIPTORS- *Adult Literacy; Community Programs; *Functional Literacy; Government Role; *Hispanic Americans; *Illiteracy; Labor Force; *Language Proficiency; *Limited English Speaking; Low Income Groups; Parent Participation; Public Policy; School Effectiveness; Voter Registration

Illiteracy is a serious problem in the United States, and Hispanics have substantially higher rates of illiteracy than any other major population group: by the traditional measure of literacy, the completion of five years of schooling, 11.9 percent of Hispanics 25 years and older could be considered illiterate, compared to 1.8

Mathematics 8 Syllabus.
New York State Education Dept., Albany. Bureau of Mathematics Education.
PUB DATE- 88
NOTE- 99p.; For Mathematics 7 Syllabus, see ED 279 514. Some charts and drawings may not reproduce well.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Course Content; Course Descriptions; *Grade 8; Junior High Schools; Mathematical Concepts; *Mathematics Curriculum; Mathematics Education; Mathematics Instruction; Mathematics Skills; Middle Schools; *Problem Solving; *Secondary School Mathematics; State Curriculum Guides
IDENTIFIERS- *New York

This document has been prepared to help teachers and administrators in New York plan and execute a mathematics program for grade eight. The syllabus is designed to improve the problem solving abilities of students, while continuing a natural development of mathematical skills and concepts. Problem solving situations are emphasized in each of seven major strands of study. These are: (1) an introduction to problem solving; (2) number concepts; (3) ratio, proportion, and percent; (4) probability and statistics; (5) algebra and coordinate geometry; (6) computer awareness; and (7) geometry and measurement. Within each section is some background information for the teacher, along with teaching strategies, example problems, and their answers. Also included in the syllabus is a content outline and suggested time allotments, along with suggestions for modifying instructional techniques and materials for students with handicapped conditions. (TW)

ED 295 790 SE 049 077

Grade 12 Diploma Examination: Mathematics 30. January 1988 = Examen en vue du Diplome Douzieme Annee: Mathematiques 30. Janvier 1988.
Alberta Dept. of Education, Edmonton.
PUB DATE- Jan 88
NOTE- 51p.; For January 1987 examination see ED 279 554.
LANGUAGE- English; French
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Tests, Questionnaires, Evaluation Instruments (160)

Participation"; (19) "S/E Pipeline"; (20) "Precollege Science and Mathematics"; (21) "S/E Degree Production"; (22) "Entry to the S/E Labor Market." Appendices include technical notes and detailed statistical tables. (CW)

ED 295 804 SE 049 179

Rosnick, Peter

The Presentation of the Concept of Variable and the Development of Problem Solving Skills: A Multi-Text Review.

SPONS. AGENCY- National Science Foundation, Washington, D.C.
PUB DATE- 80
NOTE- 37p.
GRANT- SED78-22043; SED80-16567
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Algebra; *College Mathematics; Equations (Mathematics); Functions (Mathematics); Mathematical Concepts; Mathematical Vocabulary; Mathematics Curriculum; Mathematics Education; Mathematics Instruction; *Problem Solving; Secondary Education; *Secondary School Mathematics; *Textbook Content; Textbook Evaluation; *Textbook Research

This paper gives results of a review of 41 high school, junior high school, and college algebra and mathematics textbooks. The review focuses on two facets of the curriculum: (1) the presentation of the concept of variable; and (2) word problems and the presentation of problem solving skills. With regard to the variable concept it was concluded that the review of the 41 textbooks revealed an astounding diversity in the approaches to presenting the concept of variable. Many approaches preclude other approaches, are contradictory, or are in some other way incompatible with each other. No book fully gets accross the idea of continuous variability without becoming pedantic and cumbersome. Furthermore, a majority of the texts are in some way ambiguous or confusing. Relative to the second focus of the study, problem solving, textbooks need to include more word problems and thought problems that require more than a passive, algorithmic solution. Means for developing healthy problem solving habits in students should be explored and developed. (PK)

Papers, "Papers Presented at..." (150) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Classroom Design; *Classroom Environment; *Classroom Techniques; Elementary School Mathematics; Elementary School Science; Elementary Secondary Education; Foreign Countries; Mathematics Education; Mathematics Teachers; Science Education; Science Teachers; *Secondary School Mathematics; *Secondary School Science; *Teacher Effectiveness

This paper provides a focus on the successful and positive facets of schooling from a series of case studies. The study involved 13 researchers in over 500 hours of intensive classroom observation of 20 exemplary teachers and a comparison group of non-exemplary teachers. The qualitative information was complemented by quantitative information obtained from the administration of questionnaires assessing student perceptions of classroom environment. Interpretation of data included comparisons made between the actual classroom environment of exemplary teachers and the following: (1) the actual environment of comparison groups from past research; (2) the classroom environment preferred by exemplary teachers' classes; and (3) the actual classroom environment of non-exemplary teachers of the same grades in the same school. It was found that exemplary teachers' classes can be differentiated from non-exemplary teachers' classes in terms of the psychosocial environment as perceived by students. Also the classroom environments created by the exemplary teachers generally were markedly more favorable than those of non-exemplary teachers. Two of the instruments used in the study are included in the appendix. (RT)

ED 295 820 SE 049 201

Vosniadou, Stella
Knowledge Restructuring and Science Instruction.
PUB DATE- 88
NOTE- 16p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Astronomy; Cognitive Structures; *Concept Formation;

ED 295 834 SE 049 215

Brown, Jonathan, Comp.
Selective Guide to Literature on Engineering Management. Engineering Literature Guides, Number 5.
American Society for Engineering Education, Washington, D.C.
REPORT NO.- ISBN-0-87823-115-3
PUB DATE- 88
NOTE- 19p.
AVAILABLE FROM- American Society for Engineering Education, 11 Dupont Circle, Suite 200, Washington, DC 20036 ($5.00 prepaid).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131) Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Diffusion (Communication); Educational Technology; *Engineering; Engineering Education; *Information Networks; *Information Services; *Information Systems; *Information Technology; Postsecondary Education; Science Education

Engineering management can be defined as "the art and science of planning, organizing, allocating resources, directing and controlling activities which have a technological component" (Williamson). This document is a survey of information sources in engineering management and is intended to identify those core resources which can help engineers and librarians to find information about the discipline. Sections include: (1) "Societies/Organizations"; (2) "Books"; (3) "Journals"; (4) "Indexing and Abstracting Services"; and (5) "Databases." (CW)

ED 295 835 SE 049 217

Hiebert, James, Ed.; Behr, Merlyn, Ed.
Number Concepts and Operations in the Middle Grades, Volume 2. Research Agenda for Mathematics Education.
National Council of Teachers of Mathematics, Inc., Reston, Va.
REPORT NO.- ISBN-0-87353-265-1
PUB DATE- 88
NOTE- 270p.

appropriate licensing examination. In 1986-87, a pilot program offering a Master's Degree in science education was begun. It allows participants to accumulate credits toward licensure while earning a Master's degree in science education. The objectives of this program were to facilitate licensing for those in need, attract female and minority participation and representation among mathematics and science teachers, and encourage program participants to apply for and pass the appropriate licensing examination. This document contains four sections: (1) "Introduction," including background of the program, population served, objectives, and project evaluation; (2) "Program Components"; (3) "Reaction to the Perceptions of Instructional Component"; and (4) "Conclusions and Recommendations." (CW)

ED 295 850 SE 049 239

von Glasersfeld, Ernst
Environment and Communication.
PUB DATE- 88
NOTE- 14p.; Paper presented at the ICME-6 (Budapest, Hungary, July 27-August 3, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cognitive Ability; Cognitive Development; *Cognitive Processes; *Cognitive Structures; *Communications; Concept Formation; Education; Educational Philosophy; *Environment; *Epistemology; Higher Education; *Learning; Verbal Communication

A constructivist analysis of the concepts of communication and environment may go against the traditional ideas of realists. Both concepts are treated as subjective constructs of a cognizing agent. It is held that the basis of the constructivist theory of knowing as the idea that knowledge is a mapping of ways of acting and thinking and the result of an individual's own cognitive activity, and not a commodity residing outside the knower that can be conveyed by linguistic communication. This paper considers the concept of environment and the concept of communication from the epistemological view of constructivist philosophy as key concepts in a theory of knowing. (CW)

Population Growth Rate: Teaching Guide. Measures of Progress Poster Kit Number 2.

World Bank, Washington, D. C.

REPORT NO.- ISBN-0-8213-0953-6
PUB DATE- Oct 87
NOTE- 22p.
AVAILABLE FROM- World Bank Publications Sales Unit, 1818 H Street, N.W., Washington, DC 20433 ($6.50; price includes color poster map with charts and six color photographs).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adult Education; *Birth Rate; Demography; *Developed Nations; *Developing Nations; Family Planning; Instructional Materials; Learning Activities; Overpopulation; *Population Distribution; *Population Education; Population Growth; *Population Trends; Quality of Life; Resource Units; Secondary Education; Teaching Guides

This teaching guide accompanies the Population Growth Rate poster kit which is designed to teach students about population growth differences between rich and poor nations and about what people in developing countries are doing to help improve their quality of life. The guide is designed for use with: (1) a poster map of the world providing social and economic indicators and three statistical charts; and (2) six population education photographs with accompanying textual material about family planning, the status of women, economic and social security, education, government policies and health services. The teaching guide contains student worksheets; a student test; and a population growth data table organized by countries, and presents information about: (1) basic concepts; (2) goals and objectives; (3) World Bank data, maps, and country groups; (4) the use of statistics; and (5) terminology. The student worksheets teach: (1) vocabulary matching; (2) how to read and interpret the accompanying maps, charts, and photographs; (3) role playing; and (4) how to use the data table. (JHP)

ED 295 865 SO 019 039

Universal Declaration of Human Rights and the Declaration of the Rights of the Child as a goal for world peace and cooperation, students examine the major sections of these documents. Students learn about the impact of government on their lives through engaging in activities discussing civil rights and reviewing major U.S. documents. To understand the development of self-esteem in individuals, students role play personal security, political freedom, and social justice and discuss the abrogation of human rights in the world. The concept that all people should be treated with dignity is developed through the study of the commonalities and the differences among humanity. Students examine the idea that racism and sexism are the results of political and economic structures of particular societies and describe how racism supports economic and political power systems. (SM)

ED 295 878 SO 019 083

Nash, Evelyn; And Others
Social Studies: High School Guide for Teaching about Human Rights.
Detroit Public Schools, Mich. Dept. of Curriculum Development Services.
PUB DATE- 81
NOTE- 235p.; For related documents, see SO 019 081-084.
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Civil Liberties; *Civil Rights; Curriculum Guides; Educational Objectives; Equal Opportunities (Jobs); Equal Protection; *Global Approach; High Schools; International Education; Learning Activities; Political Attitudes; Social Studies; World Problems
IDENTIFIERS- Declaration of the Rights of the Child; Universal Declaration of Human Rights

The implementation of the Detroit (Michigan) human rights curriculum at the high school level is done through a series of classroom activities and resources appropriate for high school students. Each of the lessons is structured around one of the 10 major goals identified in the curriculum and provides objectives, learner outcomes, activities, and resources. Understanding the interdependence of people is carried out by having students engage in activities designed to show that the needs and wants of all people are the same and are provided by the earth's finite

Economic Development; Economic Factors; *Economics; International Trade; Legislation
IDENTIFIERS- Interest Groups; Market Economy; *Tariffs; *Textile Industry

The U.S. textile industry may serve as a classic study on regeneration through market forces. The industry has recently made a turnaround in profits after having been recognized as an industry that was losing most of its profits to overseas producers. The reasons for the emerging strength of the industry is that it began to innovate after a protectionist measure was vetoed by President Reagan. New production techniques and applications of computers have been developed, inventory and quality controls have been re-evaluated and new arrangements have been developed with labor at the bargaining table and on the shop floor. Marketing efforts have been changed. The industry has been restructured as mills closed or changed hands and companies merged. Emerging from this process were companies with renewed vigor and discipline. Economic lessons to be learned from the recent textile situation are that: (1) industries try to enlist the aid of the federal government to pass inefficiency to the consumer; (2) special interest groups ask for legislation that benefit themselves at the expense of others in society; (3) the political process is not efficient enough to respond quickly to the economic environment; and (4) government may worsen the plight of the industry it is trying to help. (SM)

ED 295 893 SO 019 228

Dienstbier, Richard A.
AIDS Research: An Agenda for Social Psychologists.
PUB DATE- 1 Sep 87
NOTE- 33p.; Paper presented at the Annual Meeting of the American Psychological Association (95th, New York, NY, August 28-September 1, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Acquired Immune Deficiency Syndrome; *Behavioral Science Research; Behavioral Sciences; Health; Health Education; Health Needs; *Health Programs; *Public Health; *Research Opportunities; Research Problems; Research Projects; Research Skills; Research Tools; *Social Science Research; Social Sciences; Special Health Problems; Stress Variables; Surveys

LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Career Ladders; Elementary Secondary Education; *Incentives; Inservice Education; Professional Development; Program Costs; *Program Development; *Program Effectiveness; Program Evaluation; *Promotion (Occupational); *Teacher Evaluation; Teacher Salaries
IDENTIFIERS- *Georgia

This document presents a comprehensive description of the Georgia Career Ladder program. An executive summary is offered which provides a brief overview of the program. The introduction presents essential information for understanding the mileu in which the program was conceptualized and developed. The main body of the document describes the program and includes discussions on: (1) the purpose of the program; (2) three options for career ladder programs; (3) five career ladder levels; (4) transition period provisions; (5) compensation; (6) teacher evaluation; and (7) productivity assessment. An outline of all the components of the three-year professional development plan includes examples of two typical productivity assessments, demonstrating how credit points are achieved by individual teachers. Further information is provided on: (1) extra responsibilities and duties; (2) the group productivity supplement program; (3) the local review team and the appeals process; (4) summative evaluation of an applicant's performance; (5) awards and allocation of career ladder funds; (6) transfers; and (7) program evaluation. The appendices offer more detailed descriptions of some salient elements of the program. (JD)

ED 295 910 SP 030 253

Slavin, Robert E.
Student Team Learning: An Overview and Practical Guide. Second Edition.
National Education Association, Washington, D.C.
REPORT NO.- ISBN-0-8106-1836-2
PUB DATE- Jun 88
NOTE- 84p.
AVAILABLE FROM- NEA Professional Library, P.O. Box 509, West Haven, CT 06516 ($9.95).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom

ED 295 926 SP 030 297

Murray, Stephen L.
Synthesizing Teacher Testing Policy Options.
Northwest Regional Educational Lab., Portland, OR. Assessment and Evaluation Program.
PUB DATE- Oct 86
NOTE- 38p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College Entrance Examinations; Elementary Secondary Education; *Policy Formation; *Teacher Certification; Teacher Characteristics; Teacher Effectiveness; *Teacher Evaluation; Teacher Promotion; *Testing

This paper examines key points to consider in developing policy on teacher testing. A summary is presented of the four underlying purposes that may be served, in part, by testing: (1) limiting the number of incompetent teachers; (2) encouraging teacher professionalism; (3) promoting public confidence in teachers; and (4) promoting excellence in education. The six types of decisions that provide the potential organizational context for testing are discussed: (1) admitting candidates to teacher preparation programs; (2) licensing teachers as sufficiently competent to teach; (3) certifying teachers; (4) selecting teachers for specific positions; (5) relicensing practicing teachers; and (6) granting promotions, rewards, or special status. The individual characteristics that may be considered in each decision class are briefly summarized. A discussion is offered on the sources of information about the individual characteristics that may be used in assessing teachers. Emphasis is placed on the different applications of teacher testing and incorporating newer policy options introduced in the Holmes Group Report and "A Nation Prepared" (Carnegie Forum). (JD)

ED 295 927 SP 030 299

Wavering, Michael J.; And Others

research is difficult to access, has limited applicability to teaching effectiveness, comes from often unexplained methodological bases, and is not always explicitly conceptualized. Classroom observation will only become useful when educational researchers increase the relevance of research to practice and develop theories unique to what they see, couched in a "language of criticism" that is acceptable to teachers. Professional development will be hindered if classroom observation systems: (1) are imposed rather than negotiated; (2) address only administrative needs; (3) imply an unpleasant action with unrewarding consequences; (4) ignore moral and ethical issues of autonomy; (5) fail to consider the need for time for reflection during the school day; and (6) fail to support learning after appraisal. Appraisal processes should assist teachers in building their repertoires of observational studies. (SLD)

ED 295 943 TM 011 261

Bierschenk, Bernhard; Mattsson, Jan
Axiological Measurement of Human Value Factors in Mental Processes.
Lund Univ. (Sweden). Cognitive Science Research.
PUB DATE- 87
NOTE- 28p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Cognitive Measurement; Cognitive Processes; Cognitive Tests; *Cross Cultural Studies; Value Judgment; *Values
IDENTIFIERS- *Axiology; Perspective Text Analysis

Modern behavioral research focuses on the possibility of a direct measurement of value preferences, which are conceived as important causal variables of behavior. A method and procedure for the measurement and representation of human value factors is presented. The thesis was studied that valuation results from an active inquiring agent whose cognition rests on the extraction and abstraction of invariants. The mental processes of 35 randomly selected workers (mechanics) from Sweden, England, West Germany, Italy, and the United States were studied via Perspective Text Analysis (an ecologically oriented theory of information synthesis). Seven subjects were chosen from each country. Unrestricted verbal responses of the subjects to three open-ended questions concerning information management and utilization were analyzed. The subjects' mental processes were measured in

parametric methods. Several real data sets are employed to illustrate other themes. Three common fallacious interpretation practices that may lead to incorrect conclusions are discussed; these fallacies affect the interpretation of function coefficients, interpretation of redundancy coefficients, and failure to partition using canonical commonality analysis. The use of the factor analytic method of rotation to simplify results is also discussed. It is suggested that canonical correlation analysis is a powerful analytic method that frequently best honors the complex nature of the reality about which the researcher wishes to generalize. Thirty-two tables and two graphs are presented. (Author/TJH)

ED 295 958 TM 011 727

Thompson, Bruce; Melancon, Janet G.
Confirmatory and Second-Order Factor Analyses of Androgyny Data from Adolescents.
PUB DATE- Jan 88
NOTE- 16p.; Paper presented at the Annual Meeting of the Southwest Educational Research Association (San Antonio, TX, January 29, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adolescents; *Androgyny; *Factor Analysis; Maximum Likelihood Statistics; *Test Validity
IDENTIFIERS- Bem Sex Role Inventory; *Confirmatory Factor Analysis; *Second Order Effects

A study involving 256 adolescents focused on differences in results on androgyny from administration of the Bem Sex Role Inventory (BSRI). The subjects ranged in age from nine to 17 years. The subject group was 75% male and 25% female. Confirmatory and second-order factor analyses of the data were used. Results based on confirmatory maximum likelihood factor analysis were not especially supportive of a good fit between model expectations and the data at hand. This finding is not consistent with previous research in which confirmatory techniques were employed to analyze BSRI data. Results of second-order factor analysis were more supportive of the validity of the BSRI. Again, this finding is not consistent with previous BSRI research in which second-order methods were used. Various studies suggest that the construct of androgyny has important theoretical and practical implications for

were equated to raw scores on an objective-referenced test (ORT). Resultant equating tables were used to estimate norm-referenced scores for examinees taking only the ORT. Preliminary analyses indicated that corresponding ORT and NRT subject tests were similar in terms of content and statistical properties and that correlation coefficients exceeded the minimum levels for ORT-NRT equating set by Chapter I guidelines. Technical considerations, however, indicate that estimated comparable national percentile ranks should be used cautiously. (SLD)

ED 295 973 TM 011 780

Hart, Craig H.
Children's Expectations of the Outcomes of Social Strategies: Relationships to Sociometric Status and Parental Disciplinary Styles.
PUB DATE- Apr 88
NOTE- 18p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Cognitive Development; Conflict; *Discipline; Elementary Education; Elementary School Students; Family Environment; Grade 1 Grade 4; Interpersonal Relationship; *Mother Attitudes; Parent Child Relationship; Parent Role; Peer Acceptance; *Peer Groups; Social Cognition
IDENTIFIERS- *Outcomes Expectancy; *Sociometric Status

The relationships between maternal disciplinary style and children's consequential thinking skills and how children think about consequences of actions in peer group conflicts were studied in 144 children from grades 1 (N=59) and 4 (N=85) and their mothers. Seventy additional children underwent sociometric testing. Home disciplinary style was established through interviews. Children were presented with hypothetical conflict situations and possible strategies, concerning home outcome expectations and peer rating and nomination. Moderate correlations indicated that mothers who were more power-assertive had children who were more rejected, less liked, less accepted, and less preferred as playmates by their peers. Children of power-assertive mothers perceived more hostile means of resolving peer conflict as enhancing relationships. The

identified. While socioeconomic status was the best predictor for elementary school students in 1986, the grade 1 mean scale score on the Georgia Criterion-Referenced Tests (GCRT) was the best predictor for elementary students in 1987. In middle school, the GCRT score of grade 8 was the best predictor in 1986, with socioeconomic status the best predictor for 1987. Socioeconomic status was the best predictor for high school students for both years in reading and for mathematics in 1987. The percentage passing the GCRT was the best predictor for mathematics in 1986. Although socioeconomic status is not a good predictor of individual achievement, it is a strong predictor of school achievement levels. Seven tables present test data. (SLD)

ED 295 989 TM 011 839

Masters, James R.
A Study of Differences between What Is Taught and What Is Tested in Pennsylvania.
PUB DATE- Apr 88
NOTE- 74p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (New Orleans, LA, April 6-8, 1988).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Achievement Rating; Administrator Attitudes; *Curriculum Evaluation; *Educational Objectives; Elementary Education; Grade 3; Grade 5; Grade 8; *Instructional Effectiveness; Mathematics Achievement; Reading Achievement; State Programs; Teacher Attitudes; Testing Programs; Test Interpretation; Test Validity
IDENTIFIERS- Item Bias; *Pennsylvania Department of Education

Since the fall of 1984, the Pennsylvania Department of Education has conducted a yearly statewide testing of the reading and mathematics competencies of students in grades 3, 5, and 8. Because Pennsylvania does not mandate statewide curricula, the Department has had to rely upon committees of state educators to determine which objectives to test. This study provides instructional validity information about the 1987 objectives in the two areas, determining whether what was tested was being taught to most students in the three grade levels. The differential item functioning (DIF) technique was used to compare the 1987 performance on an objective of students who were in buildings where

The usefulness of before-adjunct questions with standardized multiple-choice tests in increasing reading comprehension scores was studied by examining the relative effectiveness of reading test questions first or reading the passage first. Subjects were 210 fourth graders randomly assigned to two treatment groups. The Level 9 Reading Comprehension subtest of the Iowa Tests of Basic Skills (Form 8) was administered. In each school included in the study, one classroom was randomly assigned the passage first treatment, and the other classroom was randomly assigned the question first treatment. There was a slight trend indicating that those who read the questions first outperformed the others on literal comprehension items, but the results were not conclusive. It would not be appropriate to generalize these results to other grade and ability levels. Although much time and money is spent teaching test-taking skills, it is not always clear what practices are helpful. Lower-achieving students might do better in generalization skills when they have some questions to guide them. Seven tables present the data. (SLD)

ED 296 005 TM 011 925

Soh, Kay-Cheng

Educational Attitudes Scale: A Validity Study. Occasional Paper No. 33.

Institute of Education (Singapore).

PUB DATE- Nov 86
NOTE- 19p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Educational Attitudes; Psychometrics; *Rating Scales; Secondary Education; *Secondary School Teachers; *Teacher Attitudes; Teacher Effectiveness; *Test Validity
IDENTIFIERS- *Educational Attitudes Scale

The Educational Attitudes Scale (EAS), which covers four important aspects of a teacher's school life (children, discipline, methods, and administration), was completed by 80 experienced secondary school teachers. The EAS includes 20 Likert-type items with five response categories (I agree very much, I agree on the whole, Uncertain, I disagree on the whole, and I disagree very much). The teachers also responded to scales measuring Teacher Locus of Control; Dogmatism; Machiavellianism; and other school-related attitudes concerning change, responsibility, and teaching

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Adjustment (to Environment); *Child Development; *Day Care; Delinquency; *Early Experience; Elementary Education; Family Problems; *Family Programs; Followup Studies; Intervention; Longitudinal Studies; *Lower Class Parents; *Low Income Groups; Neonates; One Parent Family; Piagetian Theory; Program Descriptions; Program Effectiveness; Program Evaluation; Sex Differences; Social Support Groups; Student Adjustment; Young Children

The Syracuse University Family Development Research Program (FDRP), which ran from 1969 to 1975, provided support and day care for five years to very deprived families with newborn children. Participants, recruited in the third trimester of pregnancy, were low-education families with an annual income of less than $5,000, 85 percent of which were headed by a single parent with no work history. The major thrust of the intervention program was to influence and have impact on the permanent environment of the child, the family, and the home; and to support parent strategies that would enhance the child's development after intervention ceased. Among the findings of a longitudinal follow-up study, conducted 10 years later, or 65 of the 82 children who completed the program are the following: (1) the FDRP had a positive impact on the children and families who participated in the intervention; (2) high quality early childhood intervention programs prevent the incidence and severity of juvenile delinquency in low-income communities; (3) program families tended to value prosocial attitudes in behavior, education, and family unity; (4) program children expressed positive feelings about themselves, took an active approach to personal problems, and saw schooling as a vital part of their lives; and (5) program girls functioned better in public schools than program boys. Limitations of the FDRP are discussed. Data are displayed in figures and tables. A list of 25 references is included. (BJV)

ED 296 020 UD 026 206

Elmore, Richard F.; McLaughlin, Milbrey Wallin

Steady Work. Policy, Practice, and the Reform of American Education.

Rand Corp., Santa Monica, Calif.

SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.

REPORT NO.- ISBN-0-8330-0842-0; R-3574-NIE-RC

IDENTIFIERS- Job Training Partnership Act 1982; *Work Incentive Program

This paper describes the client assessment package being used in the Philadelphia Urban Saturation Work Program and discusses some of the issues that should be considered in designing and implementing employability assessment components of welfare-employment programs. The original objectives of the assessment component were the following: (1) to conduct an initial screen test to identify clients who are immediately job ready; and (2) to measure the competency levels, interests, and service needs of those who are not job ready. The assessment package has the following parts: (1) job readiness determination; (2) social services needs checklist; and (3) a written assessment test, which tests reading ability, mathematics ability, job search knowledge, and occupational interests. The benefits of a well designed assessment that is integrated with other parts of the welfare-employment system can be substantial--both to the program in terms of developing staff capabilities in case management and client assignment, and to the client in terms of establishing realistic personal goals. (BJV)

ED 296 033 UD 026 230

Swartz, Katherine
Changes in the Noninstitutionalized Medicaid Population, 1979-1983. Working Paper 3339-09.
Urban Inst., Washington, D.C.
SPONS. AGENCY- Health Care Financing Administration (DHEW), Washington, D.C.
PUB DATE- Mar 87
NOTE- 55p.; For a related document, see UD 026 232.
CONTRACT- HCFA-500-83-0058
AVAILABLE FROM- The Urban Institute, 2100 M Street, N.W., Washington, DC 20037.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTORS- Census Figures; *Children; Demography; Economically Disadvantaged; Economic Change; Federal Aid; *Federal Programs; *Females; *Health Programs; Older Adults; Participation; Population Trends; *Poverty; Poverty Programs; Program Evaluation; *Welfare Recipients; Welfare Services; Young Adults

continue to be much higher than those for whites. Other characteristics of the elderly poor are described, and policy implications are discussed. Data are presented on 11 tables and figures. (BJV)

ED 296 046 UD 026 244

Simms, Margaret C.
The Economic Well-Being of Minorities during the Reagan Years. Project Report.
Urban Inst., Washington, D.C.
SPONS. AGENCY- Ford Foundation, New York, N.Y.; John D. and Catherine T. MacArthur Foundation, Chicago, IL.
PUB DATE- Oct 84
NOTE- 76p.
AVAILABLE FROM- The Urban Institute, 2100 M Street, N.W., Washington, DC 20037.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Blacks; Family Financial Resources; *Family Income; *Federal Aid; Federal Programs; Hispanic Americans; Income; Low Income Groups; *Minority Groups; Older Adults; Public Policy; *Racial Differences; *Retrenchment; Welfare Services; Whites
IDENTIFIERS- *Policy Effectiveness; *Reagan Administration

The average minority family is economically no better off than it was in 1980. While White families gained 4.1 percent in disposable income (income from all sources net of taxes) after adjusting for inflation, Black families had a decline in real disposable income of 2.1 percent, and Hispanic families had an increase of only 1 percent. The Black elderly had income gains, but not as much as the White elderly. Black unrelated individuals also had gains, and their income rose relative to that of White unrelated individuals. But Black families headed by a person under age 65 made virtually no progress between 1980 and 1984. Black families in the top 40 percent of the income distribution did not make gains comparable to those of their White counterparts. Among the factors contributing to the relative deterioration in minority family income were the following: (1) high unemployment; (2) Reagan Administration policies, which led to a more severe recession than might have occurred otherwise; (3) cuts in income support programs, which exacerbated the effects of the recession because minority families, who have lower average earnings, are more dependent on public percent of the non-Hispanic population in 1987. The following conclusions about Hispanic illiteracy are cause for serious concern: (1) illiteracy in English is not a problem unique to immigrants; (2) many Hispanics who are illiterate also face difficulties of limited-English proficiency--they cannot speak English fluently; (3) the public schools too often are not effectively developing literacy skills among Hispanics; (4) current non-school-based literacy programs are inadequate to meet the need for services among the general population and typically underserve Hispanics; (5) illiteracy forecloses Hispanic parents from becoming full partners in the education of their children; (6) illiteracy limits Hispanic participation in the labor force; (7) illiteracy limits Hispanic participation in national life; (8) community-based literacy programs are among the most effective methods of reaching Hispanics; and (9) the illiteracy problem among Hispanics requires immediate attention. Seven recommendations for addressing illiteracy among Hispanics are offered. Five figures illustrate the data. (BJV)

ED 296 060 UD 026 272

Dolbeare, Cushing N.; Canales, Judith A.
The Hispanic Housing Crisis.
National Council of La Raza, Washington, DC. Office of Research Advocacy and Legislation.
PUB DATE- Jun 88
NOTE- 83p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Research/Technical (143)
DESCRIPTORS- Age; *Census Figures; Ethnic Discrimination; Family Income; Family Size; *Hispanic Americans; *Housing Deficiencies; *Housing Needs; Low Income Groups; Low Rent Housing; Minority Group Children; *Public Policy; *Racial Differences; Welfare Services

This report examines the housing characteristics and needs of Hispanic households in the United States, drawing on information from the 1980 Census and the 1983 Annual Housing Survey. Among the conclusions are the following: (1) housing quality is a major problem for more than one in six Hispanic families; (2) among Hispanic subgroups, Puerto Ricans appeared to have the greatest incidence of housing problems in 1980; (3) housing affordability is an even more critical problem; (4) Hispanics are less likely than

Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Algebra; *Foreign Countries; Grade 12; High Schools; *Mathematics Achievement; Mathematics Education; *Mathematics Instruction; *Mathematics Tests; Problem Solving; *Secondary School Mathematics; *Test Items; Trigonometry
IDENTIFIERS- *Alberta

This is the final test for students in the twelfth grade course Mathematics 30, offered in schools in Alberta, Canada. Intended for administration in 1988, it is available in both English and French. It contains 52 multiple-choice questions and 3 written-response problems, with 2.5 hours allowed for completion. Approved calculators may be used. Scoring is done by the provincial education department. (PK)

ED 295 791 SE 049 088

Pea, Roy D.
Cognitive Technologies for Mathematics Education. Technical Report No. 37.
Bank Street Coll. of Education, New York, NY. Center for Children and Technology.
PUB DATE- Mar 86
NOTE- 39p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 31-April 4, 1985).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cognitive Development; Computer Assisted Instruction; Computer Software; Computer Uses in Education; *Educational Technology; *Elementary School Mathematics; Elementary Secondary Education; *Mathematical Logic; Mathematics Education; *Mathematics Instruction; Mathematics Skills; *Secondary School Mathematics
IDENTIFIERS- Mathematics Education Research

This paper provides an historical perspective on the possible roles of cognitive technologies in thinking as "reorganizers" of the mind. It suggests that by understanding the transformational roles of advanced technologies for mathematical thinking, positive contributions can be made to research and practice on the use of computers in mathematics education. A heuristic taxonomy of seven functions that mathematics educational technologies can serve to promote the aims of mathematical thinking is proposed. Two types of

ED 295 805 SE 049 185

Barowy, William; Lochhead, Jack
Abstract Reasoning in Rotational Physics.
SPONS. AGENCY- National Science Foundation, Washington, D.C.
PUB DATE- Aug 80
NOTE- 11p.; Graphs may not reproduce well.
GRANT- NSF-78-22043
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Cognitive Processes; *College Science; Higher Education; Interviews; *Learning Processes; *Physics; *Problem Solving; Research; Science Education; Secondary Education; Secondary School Science; Undergraduate Study
IDENTIFIERS- Science Education Research

Preliminary results from a study of students' conceptions in introductory rotational physics are discussed. Analyses of data from problem solving interviews and written diagnostic tests provided evidence that many students had a poor qualitative understanding of torque. Even among students who answered questions correctly a percentage did so for inappropriate reasons. These results are consistent with the view that introductory physics students often fail to actively transform problems into physically relevant representations, but function instead at a superficial level of understanding in which their attention is focused on the more perceptually obvious features of the problem. (Author/CW)

ED 295 806 SE 049 186

Butler, Dee
Mathematics/Computer Technology/Science: Myths and Realities of Student Gender as a Potential Factor in Achievement.
West Virginia State Dept. of Education, Charleston.
PUB DATE- Jun 87
NOTE- 16p.
AVAILABLE FROM- West Virginia Department of Education, 1900 Washington Street, E., B-252, Charleston, WV 25305 (no cost for

*Educational Theories; *Elementary School Science; Elementary Secondary Education; Epistemology; Learning Processes; *Misconceptions; Science Education; *Secondary School Science; Textbooks

Recent research in cognitive science and science education suggests that science-naive individuals have an understanding of the natural world based on their interpretation of everyday experience. This can make the process of conceptual change difficult. This paper presents ideas related to the acquisition of knowledge in astronomy. A theoretical framework based on research is discussed in detail. Implications for instruction discussed include knowledge of children's experiential beliefs and an understanding of the interdependencies among various concepts that comprise a domain in which knowledge is to be acquired. The document concluded that children are commonly not provided with adequate explanations of the concepts to be acquired and that instruction is not sensitive to the order of acquisition of these concepts. (CW)

ED 295 821 SE 049 202

Kaput, James J.
Supporting Concrete Visual Thinking in Multiplicative Reasoning: Difficulties and Opportunities. Technical Report 88-16.
Educational Technology Center, Cambridge, MA.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jun 88
NOTE- 17p.; Drawings may not reproduce well.
CONTRACT- 400-83-0041
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Basic Skills; *Computer Assisted Instruction; *Computer Oriented Programs; Concept Formation; Division; Elementary Education; *Elementary School Mathematics; Mathematics Education; *Mathematics Instruction; *Multiplication; Problem Solving

The Educational Technology Center has attempted to develop a series of computer based learning environments to support the learning and application of multiplicative reasoning. The work and software described in this paper, including the teaching experiment that generated the error phenomena examined, is part of a larger ongoing research project. This document looks closely at certain difficulties occurring when students use a concrete environment to

AVAILABLE FROM- National Council of Teachers of Mathematics, 1906 Association Drive, Reston, VA 22091 ($15.00; 20% discount for 10 or more copies to same address).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021) Reports - Research/Technical (143)
DESCRIPTORS- Arithmetic; Computation; *Concept Formation; Elementary Education; *Elementary School Mathematics; Fractions; Mathematical Concepts; *Mathematics Curriculum; Mathematics Education; *Mathematics Instruction; *Middle Schools; *Number Concepts; Ratios (Mathematics)
IDENTIFIERS- Mathematics Education Research

This book contains revised versions of the major papers presented at the Research Agenda Project Conference on Number Concepts in the Middle Grades. It is organized into three major sections, along with an introductory chapter and two brief summaries. Part I includes chapters that deal primarily with analyses of subject matter. The four chapters in this section state that the number content in the middle grades is not a simple extension of that in the primary grades; there is much that is new and challenging, both for middle school students and for researchers. Part II includes three chapters that consider the growth in students' competence with middle school number concepts. The chapters are theoretical and deal with basic questions of learning and the nature of knowing. Part III includes four chapters that consider the effects of current instruction in the development of competence and the possible effects of experimental forms of instruction on such development. The summaries provide a retrospective view of the major issues addressed in the volume. They also provide a flavor for the conference because they are, in fact, edited versions of the summary presentations at the conference. (PK)

ED 295 836 SE 049 218

The Continuing Crisis in Science Education: The AAAS Responds. A Report to the Board of Directors.
American Association for the Advancement of Science, Washington, D.C.
REPORT NO.- AAAS-Pub-86-12
PUB DATE- 86
NOTE- 38p.; Colored pages may not reproduce well.
AVAILABLE FROM- American Association for the Advancement of Science, Office of Science and Technology Education, 1333 H Street, NW,

SO

ED 295 851 SO 017 776

Moynihan, Daniel Patrick
The United States in Opposition. Ethics and Public Policy Reprint 4.
Ethics and Public Policy Center, Washington, DC.
REPORT NO.- ISBN-0-89633-003-6
PUB DATE- Dec 77
NOTE- 36p.; Reprinted from Commentary, Volume 59, Number 3 (March 1975, pp31-44).
AVAILABLE FROM- University Press of America, 4710 Boston Way, Lanham, MD 20706 ($.50).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Developing Nations; *Economics; *Foreign Policy; *Global Approach; International Cooperation; International Education; Political Science; *Resources; *Socialism; Social Studies; World Problems
IDENTIFIERS- British Colonies; Great Britain
A majority of the world's nations believe that there are claims which can be made on individual nation's wealth that are both considerable and threatening to countries such as the United States. This attitude was demonstrated in the General Assembly of the United Nations in 1974. It may be argued that this attitude is a result of the British revolution which began in 1947 with the granting of independence to socialist India. The British revolution of the second quarter of the 20th century attracted little attention. While everyone recognized that new states were coming into existence from former European and mostly British colonies, it was not generally perceived that they came to independence with a preexisting stable ideological base which was British socialism. The spread of British socialism to the furthest reaches of the globe, with its ascent to dominance in the highest national councils everywhere, gives worldwide significance to the British revolution. Of the 87 states that have joined the United Nations since its founding, more than one-half (47) had been part of the British empire. Socialism, as it developed in Great Britain was anti-U.S. because the United States was viewed as capitalistic. The

Maxfield, Betty D.; Brown, Prudence

Humanities Doctorates in the United States: 1985 Profile.

National Academy of Sciences - National Research Council, Washington, DC. Office of Scientific and Engineering Personnel.
SPONS. AGENCY- National Endowment for the Humanities (NFAH), Washington, D.C.
PUB DATE- 86
NOTE- 90p.
CONTRACT- SRS-8215829
AVAILABLE FROM- Survey of Doctorate Recipients, Office of Scientific and Engineering Personnel, National Research Council, 2101 Constitution Avenue, N.W., Washington, DC 20418.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Research/Technical (143)
DESCRIPTORS- Cohort Analysis; *College Faculty; Data Collection; Degrees (Academic); *Doctoral Degrees; *Doctoral Programs; Educational Research; *Humanities; Questionnaires; *Research Reports; Statistical Analysis; Statistical Studies; Surveys

This report, based on the results of the fifth biennial survey of humanities doctorate recipients, describes the demographic and employment characteristics of humanities Ph.D.s who received their degrees between January 1942 and June 1984 and were residing in the United States in February 1985. The number of humanities Ph.D.s in 1985 was estimated to be 90,600, 6.3 percent above the 85,200 estimated for 1983. Of these, 83,300 were in the labor force, 6.9 percent above the 77,900 estimated for 1983. The survey variables include the field of the doctorate, year of Ph.D., gender, racial/ethnic group, and citizenship. The report covers: (1) doctoral population by field; (2) employment; (3) median annual salary; and (4) academic employment. The appendices include a survey of the questionnaires; sampling frame, sampling error, and response rates; weighting procedure; and fields of employment. Among the findings were that of those who achieved the rank of full professor, the percentage for men was approximately twice that for women (45.3 percent versus 23.8 percent respectively). (NL)

resources that are the heritage of all humanity. Various activities are designed to help students understand the similarities of ethnic groups, such as the study of the traditional "rites of passage" for different cultures. Among many activities designed to develop an appreciation of the United Nations' Universal Declaration of Human Rights, students are asked to describe documents that protect them from injustice. An example of activities developed to understand how governments at the national, state, and local levels affect one's human rights, students role play a situation of conflict between two confederate states. To understand how human rights contribute to human dignity and self-esteem, students discuss and analyze laws and practices that were developed to protect either males or females and determine how they became "two-edged swords" that afforded and denied protection. (SM)

ED 295 879 SO 019 084

Social Studies: Appendix for Elementary, Middle, and High School Guides for Teaching about Human Rights.

Detroit Public Schools, Mich. Dept. of Curriculum Development Services.

PUB DATE- 82

NOTE- 579p.; For related documents, see SO 019 081-083.

LANGUAGE- English

EDRS Price - MF03/PC24 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Annotated Bibliographies; *Civil Liberties; *Civil Rights; Educational Resources; Elementary Secondary Education; Equal Opportunities (Jobs); Equal Protection; Filmographies; Global Approach; Instructional Materials; International Education; Learning Activities; Political Attitudes; *Primary Sources; Simulation; *Social Studies; World Problems

IDENTIFIERS- Declaration of the Rights of the Child; Mock Trials; United Nations Charter; Universal Declaration of Human Rights

Seventy documents including primary source materials, simulations, mock trials, short stories, vignettes, and statistical data are provided for the implementation of the elementary, middle, and high school human rights curriculum. Original documents include: (1) the Universal Declaration of Human Rights; (2) the Declaration of the Rights of the Child; and (3) the Charter of the United Nations. "Thermal Pollution: Background Material for a Mock Trial," highlights an unusual case of thermal pollution that occurred when

The behavioral and social sciences offer the best perspective on changing individual and group behaviors and stopping the spread of Acquired Immune Deficiency Syndrome (AIDS). Social psychologists interested in basic research and/or theoretical issues have an opportunity to study naturally occurring independent variables. A potential area for basic research is to explore how people weigh the immediate costs of safe behavior against the long-terms benefits of unsafe behaviors in decision-making. Researchers interested in stress research might investigate the relationships between stressors, various mediators, and dependent variables in extreme-stress situations. The potential impact of this tragedy on social and political attitudes should be carefully studied. The impact of the AIDS epidemic on the attitudes and prejudices of people not directly affected can provide the basis for the study of several attributional models. Applied research could undergird the development of prevention programs. For AIDS related programs to be as effective and efficient as possible, researchers should be aware of: (1) the hierarchy of risk; (2) differences in background and experience when selecting target groups; (3) differences in motivation in target groups; (4) development and dissemination of the message; (5) the testing of theory-based approaches; and (6) evaluation. Researchers need to be aware of the best methods for gathering data and federal grant money for funding research. (SM)

ED 295 894 SO 019 231

Broudy, Harry S.
The Role of Imagery in Learning. Occasional Paper #1.
Getty Center for Education in the Arts, Los Angeles, CA.
PUB DATE- 87
NOTE- 56p.
AVAILABLE FROM- J. Paul Getty Trust, J. Paul Getty Book Distribution Center, P.O. Box 2112, Santa Monica, CA 90406 ($7.50).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Aesthetic Values; *Art Appreciation; *Art Education; Art History; Attitudes; Concept Formation; Elementary Secondary Education; English Instruction; Figurative Language; *Imagery; *Interdisciplinary Approach; Language Acquisition; *Learning Processes; Learning Theories; Metaphors; Problem Solving; Skills; Values Education
IDENTIFIERS- *Discipline Based Art Education

Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Academic Achievement; *Educational Games; Elementary Education; Instructional Materials; *Learning Activities; *Learning Strategies; Peer Relationship; Teaching Methods; *Teamwork
IDENTIFIERS- *Cooperative Learning

This manual provides descriptions of five cooperative learning methods: (1) Student Teams-Achievement Divisions (STAD); (2) Teams-Games-Tournaments (TGT); (3) Jigsaw; (4) Team Accelerated Instruction (TAI); and (5) Cooperative Integrated Reading and Composition (CIRC). For each of these methods, an overview offers a description of the procedures followed, how to prepare for it, how to start it, and a schedule of activities involved. Similarities and differences between the methods are discussed and research evidence on the effectiveness of various kinds of team learning is considered. The appendices contain information on scoring methods for different sizes of teams, instructions for making worksheets for team activities, and samples of a Jigsaw Unit and record forms. (JD)

ED 295 911 SP 030 255

Kralovec, Peter D.; Andes, Steven M.
Inventory of U.S. Health Care Data Bases, 1976-1987.
Health Resources Administration (DHHS/PHS), Hyattsville, Md. Bureau of Health Professions.
PUB DATE- May 88
NOTE- 352p.
AVAILABLE FROM- U.S. Department of Commerce, National Technical Information Service (NTIS), 5285 Port Royal Road, Springfield, VA 22161.
LANGUAGE- English
EDRS Price - MF01/PC15 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Databases; Federal Programs; *Guides; *Health Materials; *Health Services; Public Health

This inventory contains summary abstracts of 305 current (1976-1987) non-bibliographic machine-readable databases and national health care data that have been created by public and private organizations throughout the United States. Each of the abstracts contains pertinent information on the sponsor or database, a description of the purpose and scope, subject heading or descriptors covered, geographic coverage of the database file and time coverage, availability in what form and under what conditions, and contact person. (JD)

Opinionnaire of Teacher Education: Technical Report from Teacher/Principal Improvement Project.
PUB DATE- May 88
NOTE- 46p.; Project funded by a grant from the Winthrop Rockefeller Foundation to the Arkansas Educational Renewal Consortium.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Administrator Attitudes; College School Cooperation; Elementary Secondary Education; Higher Education; *Teacher Attitudes; *Teacher Education Programs; *Teacher Effectiveness; Teacher Student Relationship; *Teaching Experience
IDENTIFIERS- Holmes Group Report

Faculty and administrators in nine Consortium schools in the Springdale and Fayetteville school districts in Arkansas were polled to determine their opinions on various topics concerning teacher education. The return rate was approximately 42 percent, comprising 1,172 teachers and administrators. The specific purpose of the poll was to obtain opinions on how the respondents viewed their teacher education programs, how they felt about proposals of the Holmes Group, and what they saw as the most serious problem for which they were not prepared as a beginning teacher. The sample as a whole felt that their preparation was adequate in the areas of oral and written communication and in planning and selection of materials. Preparation was felt to be inadequate in the areas of dealing with personal and social problems of students and in diagnosing student needs. Among the Holmes Group proposals the majority of the teachers felt that a four-year teacher education program was sufficient. In analyzing the survey results, comparisons are made between the attitudes of teachers and administrators, and between persons in different age groups, different teaching levels, and with different academic degrees. Responses from the nine schools are also compared. Recommendations are made for improving teacher education programs. (JD)

ED 295 928 SP 030 304

Connelly, F. Michael; Clandinin, D. Jean
Teachers as Curriculum Planners. Narratives of Experience.
REPORT NO.- ISBN-0-8077-2906-X
PUB DATE- 88
NOTE- 231p.

AVAILABLE FROM- Teachers College Press, 1234 Amsterdam Ave., New York, NY 10027 ($15.95, paperback, ISBN-0-8077-2906-X; $26.95, cloth, ISBN-0-8077-2907-8).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Course Objectives; *Curriculum Development; Elementary Secondary Education; Individual Development; Instructional Materials; Lesson Plans; Needs Assessment; Personal Narratives; Teacher Effectiveness; *Teacher Participation; Teacher Persistence; *Teaching Experience

The intent of this book is to strengthen the professional role teachers play in curriculum planning and development, a process central to teacher activity and responsibility. Contextual narratives, document analysis, the use of metaphor, personal rules, principles, beliefs, images, and philosophy are all described for use in hands-on exercises. The book contains case studies and useful school-based examples of how individual teachers at all levels of the curriculum draw on their own experience for planning curriculum and instruction. The concept of narrative is underlined throughout as a key to discovering how teachers and students make meaning in their lives. (JD) accordance with an axiological approach. The outcome of the valuation was formulated into sequential flowcharts. The results show great variations in the pattern of displayed valuations among the five cultures. Each pattern is characterized by a distinctive value factor (pessimism, criticism, positivism, optimism, and individualism). (TJH)

ED 295 944 TM 011 263

Bierschenk, Bernhard
The Cult of Understanding.
Lund Univ. (Sweden). Cognitive Science Research.
PUB DATE- 86
NOTE- 21p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Artificial Intelligence; *Cognitive Processes; *Computer Simulation; Foreign Countries; *Languages; Models; Psycholinguistics; Schemata (Cognition); Self Concept; *Symbolism
IDENTIFIERS- Agent Action Objective Model; Cognitive Research

Understanding is discussed with reference to an agent-action-objective model. The formalism developed controls the processes of differentiation and integration underlying understanding. The starting point is a culturally agreed-upon expectancy or prescription that defines a particular form of understanding. Central to an investigation of how scientists model understanding is how they conceive symbols. The collective cognitive imperative in the scientific community states that symbols are abstract codes whose definitions are wholly arbitrary and, hence, can only be understood by those who have a common outlook. Scientists working with the development of computer technology, especially within the field of artificial intelligence, have repeatedly pointed out that they have constructed models of understanding the natural language of significance for cognition-oriented research. Therefore, focus is on classical models. It appears that self-reference is an important constituent component in any model or theory of understanding. (TJH)

psychologists, and it appears that the BSRI can contribute to research in this area. (TJH)

ED 295 959 TM 011 733

Chambers, Donald B.; Holzemer, William L.

Validity and Reliability of the Graduate Program Self-Assessment (GPSA) Instruments for Evaluating Nursing Doctoral Education.

SPONS. AGENCY- Public Health Service (DHHS), Rockville, Md. Div. of Nursing.

PUB DATE- Apr 88

NOTE- 92p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).

GRANT- 1-RO-NU00967

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Alumni; *Construct Validity; *Content Validity; *Doctoral Programs; Educational Quality; Graduate School Faculty; Graduate Students; Higher Education; *Nursing Education; Program Evaluation; *Psychometrics; *Test Reliability

IDENTIFIERS- *Graduate Program Self Assessment Questionnaires

This paper presents the investigation of the psychometric properties of the Graduate Program Self-Assessment (GPSA) questionnaires, developed by the Educational Testing Service, for the evaluation of nursing doctoral education. The data are from the 1984 cooperative program evaluation from 326 faculty, 659 doctoral students, and 296 alumni. The primary emphasis was on assessing content validity, factorial (construct) validity, concurrent (criterion-related) validity, and internal-consistency reliability (coefficient alpha) of the 16 summary scales for the faculty, student, and alumni questionnaires. In general, the questionnaires demonstrated satisfactory validity and reliability. The analysis provided supportive evidence that there are indeed multiple dimensions of quality in doctoral education and that those dimensions can be measured with the GPSA questionnaires and demonstrated to correlate with other measures of quality. Specific recommendations for summary scale changes were made to improve the psychometric properties of the scales. Fifteen tables are provided. (Author/TJH)

findings are consistent with a model suggesting that children may acquire some consequential thinking tendencies through interactions with their mothers in disciplinary contexts; this may influence peer status. Parental disciplinary styles may indirectly influence peer status as mediated by children's outcome expectations. (SLD)

ED 295 974 TM 011 781

Magliaro, Susan G.; Burton, John K.
The Cue Selection and Hypothesis Generation by Expert Reading Diagnosticians.
PUB DATE- Apr 88
NOTE- 45p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150
Reports - Research/Technical (143)
DESCRIPTORS- *Cues; Elementary Education; *Hypothesis Testing; Preadolescents; Reading Consultants; *Reading Diagnosis; Reading Difficulties
IDENTIFIERS- *Cue Selection; Diagnostic Skills; Experts

The cue utilization and hypothesis testing strategies of expert reading diagnosticians were examined throughout the diagnostic process. Diagnostic processes of three diagnosticians (a reading specialist, a learning disabilities specialist, and a classroom teacher), who were very different in background and teaching assignment, were studied at work with three girls and three boys (aged 8-11 years). The major data sources included audiotaped and videotaped verbal reports from each diagnostic session, diagnosticians' notes made during the preparation and interaction stages, and the written diagnoses. Selected cues and hypotheses were generally consistent within diagnosticians. These diagnosticians were not as inconsistent as the research of J. F. Vinsonhaler et. al. (1983) indicated. In the entire process, diagnoses and prescriptions were largely consistent, although the diagnosticians may have differed in the process or the labels given the observed reading difficulties. From the examination of cues to the generating and testing of hypotheses, the process tended to arrive at similar results. Eleven figures and two tables summarize data from the experimental sessions. (SLD) it was taught with the performance on the objective of students in buildings where it was not taught. The teacher survey results support the instructional validity of the objectives, although several mathematics objectives were identified for closer examination. The administrator survey did not provide instructional validity information, but produced somewhat limited curricular validity information. The DIF technique functioned well in examining achievement differences of Taught and Untaught groups and appears to be an effective way of picturing patterns of difference for various skills. Twenty tables and 12 graphs are provided. Appendices summarize the objectives and include the sample objectives rating survey. (SLD)

ED 295 990 TM 011 841

Mandeville, Garrett K.
An Evaluation of PET Using Extant Achievement Data.
PUB DATE- Apr 88
NOTE- 31p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Elementary School Teachers; *Mathematics Achievement; *Reading Achievement; Teacher Education; *Teacher Effectiveness
IDENTIFIERS- Hunter Instructional Model; *PET Training; South Carolina

Data gathered under various statewide testing programs in South Carolina were used to assess the effects of PET (data base) training for teachers on student achievement. Reading and mathematics achievement data for students in grades 1 through 4 in South Carolina were compared for teachers who had received PET training and those who did not. A total of 4,289 teachers' records were analyzed. The amount of training received by a typical PET trainee was small. Most of the PET teachers were in their first or second post-training year. There was too much residual variation in classroom achievement, as operationalized in the study, for the effects of PET training to be determined. Any differences existing at present are not educationally meaningful. It must be concluded that the Hunter Model has not been adequately evaluated. Three tables and one flowchart summarize the findings. (SLD) behaviors. The results indicate that: (1) the items are effective; (2) the scale has a reasonably high reliability; and (3) the four aspects are rather independent of each other. The EAS shows convergent and discriminant validities. Five tables summarize study data. (SLD)

ED 296 006 TM 011 926

Scheerens, Jaap; Stoel, Wouter G. R.
Development of Theories of School-Effectiveness.
PUB DATE- Apr 88
NOTE- 27p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Information Analysis/State-of-the-Art Materials (070)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Educational Research; Educational Theories; Foreign Countries; Hypothesis Testing; *Organizational Theories; Research Utilization; *School Effectiveness
IDENTIFIERS- Netherlands

Concepts from organizational theory are used to interpret and review major findings of school effectiveness research to develop a broader perspective for understanding school effectiveness. Results of school-effectiveness research in the Netherlands are compared with those from research in the United States and England. A more-or-less established model of school effectiveness consists of five factors: (1) strong educational leadership; (2) high expectations of student achievement; (3) academic goal consensus; (4) emphasis on basic skills; and (5) safe and orderly climate. The contingency perspective is used as a first step in enlarging the scope of school effectiveness research. The five-factor model is then compared with conceptualizations of organizational effectiveness. A meta-framework is presented. The definition and application of some concepts from organizational theory will aid in testing organizational hypotheses. Substantive hypotheses are summarized in table form. (SLD)

PUB DATE- Feb 88
NOTE- 77p.
CONTRACT- NIE-400-79-0023
AVAILABLE FROM- The RAND Corporation-Publications Department, 1700 Main St., P.O. Box 2138, Santa Monica, CA 90406-2138.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Administrator Attitudes; Administrator Role; Analysis of Variance; Board of Education Policy; Curriculum Development; Educational Facilities Improvement; *Educational Improvement; *Educational Policy; *Educational Practices; Educational Researchers; Elementary Secondary Education; Performance Contracts; *Public Policy; School Desegregation; Teacher Attitudes; Teacher Role; *Theory Practice Relationship
IDENTIFIERS- Elementary Secondary Education Act; Planned Variation; *Policy Effectiveness; *Policy Implementation; Policy Implications; Policy Makers

This report analyzes the relationship between educational policymaking and educational practice in schools and classrooms by drawing lessons from recent attempts to reform schools with policy. Educational reform operates on the following loosely connected levels: (1) policy; (2) administration; and (3) practice. Policy can set the conditions for effective administration and practice, but it cannot predetermine how those decisions will be made: in order for reforms to be large-scale or long-term, there must be dialogue among policy, administration, and practice. Federal reform policies of the 1950s and 1960s are analyzed. The mistakes of past policymakers can be remedied by strengthening the connection between policymakers and practitioners. To be effective, reform policies must do the following: (1) close the gap between policy and practice, in part by charging practitioners with the development of solutions rather than mandating requirements that have little or no basis in practice; (2) accommodate variability by creating policies that lead to better understanding of effective practice rather than discouraging and penalizing it; (3) learn that rules only set the standards of fairness and do not prescribe solutions to practical problems; and (4) create organizations that foster and encourage reforms of practice. (BJV)

IDENTIFIERS- Aid to Families with Dependent Children; *Medicaid; Omnibus Budget Reconciliation Act 1981

Between 1979 and 1983 the noninstitutionalized Medicaid population grew by 210,000 people, or one percent. In comparison, because of a severe economic recession, there was a 37 percent increase in the number of people in poverty during the same period. The Medicaid population growth rate is relatively small for the following reasons: (1) Congress tightened Medicaid eligibility by passing the Omnibus Budget Reconciliation Act, which restricts eligibility for the Aid to Families with Dependent Children (AFDC) program (everyone who receives AFDC is also eligible for Medicaid), thus affecting the 52 percent of the noninstitutionalized Medicaid population who are AFDC-Medicaid recipients; (2) most states, by not increasing the income eligibility limits, did not act to counter the effects of inflation (which rose 37 percent) on the purchasing power of the poor receiving cash assistance. In 1979, 58 percent of the Medicaid population had earnings below the poverty level; in 1983, 73 percent of the Medicaid population had poverty incomes. The proportion of children covered by Medicaid fell from 49 to 46 percent. Regional differences in the proportions of the poor covered by Medicaid remained constant between 1979 and 1983, but there were substantial changes in the growth of the Medicaid population. While the noninstitutionalized Medicaid population became poorer, Medicaid also covered a smaller proportion of the poor. This state of affairs has particular ramifications for the 24 percent of all children living in poverty and for the relatively large poverty population in the South. Data, from the March 1980 and 1984 Current Population Surveys, are presented on 23 tables. A short list of references is included. (BJV)

ED 296 034 UD 026 231

Levy, Frank S.; Michel, Richard C.
Losing Perspective: The Recent Debate Over Welfare and Poverty. Working Paper 2081-02.
Urban Inst., Washington, D.C.
PUB DATE- Jun 85
NOTE- 14p.
AVAILABLE FROM- The Urban Institute, 2100 M Street, N.W., Washington, DC 20037.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Other/Miscellaneous (Not Classifiable Elsewhere) (999)

assistance even when they are employed; and (4) cuts in programs to increase long-term earnings--employment, training, and educational programs. These outcomes could have been predicted before the policies were implemented; it is easy to understand why many claim that the Reagan Administration has been unfair to minorities. Data are presented on 22 tables. (BJV)

ED 296 047 UD 026 246

Kimmich, Madeleine H.; And Others
Child-Serving Nonprofit Organizations in an Era of Government Retrenchment.
Urban Inst., Washington, D.C.
SPONS. AGENCY- Foundation for Child Development, New York, N.Y.
PUB DATE- 85
NOTE- 152p.; Prepared under the Nonpprofit Sector Project.
AVAILABLE FROM- The Urban Institute, 2100 M Street, N.W., Washington, DC 20037.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Child Welfare; *Federal Aid; Financial Policy; Financial Problems; Financial Support; *Nonprofit Organizations; Private Financial Support; Program Budgeting; Program Costs; *Retrenchment; *Social Services; *Welfare Services

This report examines the impact of government cutbacks in social services, compensatory education, nutrition, and youth employment/training on private, nonprofit organizations serving children and youth. Data was gathered via a mailed survey (1982-83) in 12 metropolitan areas and 4 rural counties. Among the conclusions are the following: (1) nonprofit child-serving agencies provide a variety of services, vary widely in size, and have a diverse clientele; (2) the government was the largest source of revenues for child-serving nonprofits in Fiscal Year (FY) 1982, contributing 42 percent of total funds. Private grants provided about 26 percent of the funds, and income from service fees, dues, and charges accounted for over 20 percent; (3) large and medium-sized agencies rely more heavily on government funding than do small ones; (4) in 1982 government support for child-serving nonprofits was cut by 3.4 percent, a figure smaller than the average 6.3 percent cut for all nonprofit agencies; (5) social services, day care, education/research, and recreation agencies all had losses of 5 percent or more; (6) while government support was

other Americans to be homeowners; (5) Hispanic households have lower incomes than White households, but these lower incomes are not reflected in lower housing costs; (6) Hispanic households tend to be younger than the population as a whole; (7) Hispanic households are larger than those of the overall population; (8) Hispanic housing units are smaller than those of the overall population; (9) a low percentage of Hispanic households receive housing assistance; (10) the available data indicate that housing discrimination against Hispanics is pervasive; (11) without immediate policy intervention, housing conditions for Hispanic Americans will soon reach crisis proportions; (12) between 24,000 and 48,000 Hispanic families currently residing in subsidized housing are threatened with eviction; and (13) the high proportion of Hispanic renters makes Hispanics particularly susceptible to displacement. Principles that should govern housing policy are identified, and policy initiatives are suggested. Data are displayed on 38 figures. Appendices provide additional data. (BJV)

ED 296 061 UD 026 273

The Time is Right: A Report of the Youth Service America and Brown University Youth Service Leadership Conference (Providence, Rhode Island, February 25-26, 1988).
Youth Service America, Washington, DC.
PUB DATE- 26 Feb 88
NOTE- 28p.
AVAILABLE FROM- Youth Service America, 1319 F Street, N.W., Suite 900, Washington, DC 20004 ($3.00).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adolescents; *Community Services; *Program Descriptions; Program Development; Program Effectiveness; Program Implementation; *State Programs; *Youth Programs
IDENTIFIERS- California; Massachusetts; Minnesota; Ohio; Pennsylvania; *Youth Service Bureaus; *Youth Services Systems

This report, summarizing the proceedings at a February 1988 conference at Brown University on youth service, presents briefly an overview of the emerging network of youth service programs in the following states: (1) Minnesota; (2) Pennsylvania; (3) California; (4) Massachusetts; and (5) Ohio. Rationales for youth service are analyzed. Eight strategies for implementing youth service programs at the state level are identified. Individual

functions are distinguished: (1) "purpose" functions, that may affect whether students choose to think mathematically and (2) "process" functions that may support the component mental activities of mathematical thinking. Definitions and examples of computer software are used throughout the document to illustrate the seven functions. (TW)

single copy at present time).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Biological Sciences; *Computer Science Education; *Elementary School Mathematics; *Elementary School Science; Elementary Secondary Education; Females; Mathematics Education; Physical Sciences; Research; Science Education; *Secondary School Mathematics; *Secondary School Science; *Sex Bias; Sex Differences

The West Virginia Board of Education is committed by Title IX of the Education Amendments of 1972 and State Policy 4200, "Provision of Equal Opportunity in West Virginia Public Schools," to provide all students with equal access to courses and equal treatment once they are enrolled in those courses. Mathematics, computer technology and science are integral parts of the state's educational programs. This pamphlet provides reviews of research findings related to these three areas and looks at how the factors of gender, early learning, and achievement make a difference in continuing courses in mathematics, computer technology and science. It also addresses information on myths related to female and male students taking mathematics, computer technology and science courses and provides data on female and male students enrolled in these courses as well as other related information. It includes a quiz to help educators evaluate their programs for gender bias. (CW)

model situations involving multiplication and division of discrete quantities. Student difficulties seem to be the result of incongruences between the students' visual experience and the semantic structure of the situation being modeled. The environments themselves and the context in which the phenomena of interest occurred are described. Then discussed are observed difficulty, theoretical underpinnings, and suggestions for a modified environment. (PK)

Washington, DC 20005 (free while supply lasts).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Bulletins; *Educational Change; *Educational Improvement; Educational Quality; *Elementary School Science; Elementary Secondary Education; Organization; Organizations (Groups); *Professional Associations; Program Descriptions; Program Design; Program Development; *Program Guides; Science Education; *Secondary School Science
IDENTIFIERS- *American Association for Advancement of Science

According to this report, since the 1960s many of the gains of post-Sputnik reform have been allowed to slip away and, as reports of the early 1980s have emphasized, elementary and secondary education has been neglected. The shock of technological and economic losses to other countries has once again alerted the United States to its educational shortcomings. The response of the American Association for the Advancement of Science (AAAS) to this renewed national awareness and sense of crisis is described in this report. The AAAS has established six new programs in its Office of Science and Technology Education. The first part of this document, "OSTE Programs," describes these programs including: (1) "Project 2061: Education for a Changing Future"; (2) "National Forum for School Science"; (3) "Coalition for Education in the Sciences"; (4) "Science Resources for Schools"; (5) "Challenge of the Unknown"; and (6) "Science Seminars for Teachers." The second part discusses other AAAS initiatives including the Office of Opportunities in Science, the Office of Communications, the Office of Public Sector Programs, and the Meetings and Publications Center. The last part of this booklet describes the structure and personnel of the AAAS. (CW)

United States has not dealt with these new nations successfully because they did not recognize this ideology. At the level of world affairs, the United States has learned to deal with communism; the task is now to learn to deal with socialism. (SM)

cold water was introduced into an artificially-warmed tidewater stream in New Jersey. "The 100% American" is a vignette designed to initiate discussion on the many contributions of other cultures to the U.S. way of life. The list of "65 Ways To Say That's a Job Well Done," shows how self-esteem can be engendered in students. "Body Ritual Among the Nacerima: A Study in Ethnocentrism" is a parody that describes some "strange customs" of Americans. Statistical data is provided on the number and percent of persons below the poverty level from 1959 to 1974, and research is cited on prejudice and discrimination. The document also includes: (1) a filmography of filmstrips on human rights for elementary, middle, and high school classes; (2) a filmography of soundfilms on human rights for elementary, middle and high school students; and (3) an extensive annotated bibliography on human rights for elementary, middle, and high schools. (SM)

This monograph proposes a theoretical basis for advocating a program of disciplinary arts education as an integral part of general education from kindergarten through grade 12. The theme of the essay is the role that images play in everyday experience and the formation of the educated mind. Images are sensory patterns or patterns produced by the eye and brain. To create images out of sense qualities a person must resort to metaphor or to figures of speech. Imagery is centrally important in facilitating long-term retention and plays an important role in various styles of teaching, in problem solving, in values education, and in the learning of language. The role of imagery in the learning of skills, especially the skill of language concepts, attitudes, and values is examined to identify points at which the sensory image becomes crucial for understanding. The argument holds that the arts as learned in general education are used associatively and interpretively, rather than replicatively or applicatively. Their function is to enrich the allusionary base, the store of images, and the concepts that qualify for inclusion in general education. Discipline-based art education, as part of general education, must be teachable by the classroom teacher; and a program of pre-service and in-service training, to enable classroom teachers to obtain competence, is essential. (SM)

ED 295 975 TM 011 787

Alkin, Marvin C.; Coyle, Karin
Thoughts on Evaluation Misutilization (and Associated Topics).
PUB DATE- Apr 88
NOTE- 12p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Decision Making; Evaluation Problems; *Evaluation Utilization; Evaluators

The misuse of evaluation is discussed. Boundaries of misutilization are not well understood, and distinctions between misutilization and non-use or abuse are not clear. In general, the responsibility for evaluation misuse is with the user, while the responsibility for misevaluation is with the evaluator. A distinction is also needed between intentional and unintentional misuse. Misuse of evaluation may be further defined as misuse of commissioning the evaluation, misuse of the evaluation process, and misuse of the findings. A more precise definition will refine the nature of misutilization in order to estimate how often it occurs. (SLD)

DESCRIPTORS- Black Population Trends; *Blacks; Conservatism; Demography; *Economically Disadvantaged; Economic Change; Employment Patterns; Federal Aid; *Federal Programs; Government Role; *Income; Modern History; *Poverty; *Program Effectiveness; Wages; *Welfare Services
IDENTIFIERS- Aid to Families with Dependent Children

Charles Murray's book, "Losing Ground: American Social Policy, 1950-1980," proposes the abolition of benefit programs for all working-aged persons for the following reasons: (1) it is logically impossible for the government to aid the poor by creating incentives for people to become poor; (2) since the mid-1960s the United States has so strengthened these incentives that the poverty rate has stopped falling; and (3) the principal victims of this process have been a segment of the black population who have been devastated by their dependence on government programs. Although Murray's first proposition is plausible, considering the history of welfare programs since the 1960s, there is no evidence to support his second and third propositions. Between 1973 and 1980 the number of Aid to Families with Dependent Children (AFDC) recipients remained essentially unchanged but the number of persons in poverty rose by 6.3 million. And AFDC payments had no effect on the family structures of the poor black population. An examination of Murray's data reveals that he disregarded economic trends because he misread the statistics. Murray is right in his basic claim that "economic growth during the 1950s and 1960s was strong but during the 1970s it was weak and progress in reducing poverty ceased," but he overdramatizes it in his book. His world view is not wrong; it is incomplete: he understates the system's self-correcting tendencies. A table illustrates some of the data. (BJV)

declining, demand for services either increased or remained stable for the agencies; (7) many agencies more than replaced government funding losses in FY 1982 by turning to other sources of support, but 43 percent of the agencies suffered a real decline in revenues; (8) most of the increased revenue came from dues, fees, and service charges; and (9) private contributions increased in FY 1982. Tables illustrate the data. Appendices present additional data, list the sponsors of this report, and provide the survey instrument. (BJV)

programs, such as the Youth Volunteer Corps of Greater Kansas City, and City Year in Boston, are discussed. The following types of youth service programs, and means of expanding them are outlined: (1) full-time corps; (2) campus-based service; and (3) school-based service. Strategies for advancing youth service on a national scale are discussed. A list of contributors to Youth Service America, and a list of conference participants are included. Photographs illustrate the text. (BJV)

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